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NEBRASKA EDUCATIONAL SURVEY;

1939

GENERAL SUMMARY TABLES

STUDY I.

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Introduction

The tables shown for study number one of the Nebraska Educational Survey represent the compilations of occupational classifications of persons living in some 48 Nebraska towns and cities who returned questionnaires to the study committee. Careful study of these tables reveals the nature of the occupations most often pursued by the various age groups of the State population including the groups containing high school and college graduates. While the results include 6 1/2% of the population of Nebraska, 10 years of age and over (U. S. Census 1930) it is not possible simply to multiply the quantities in the tables by 16 to obtain 100% coverage. Nevertheless the results are representative of the general occupational picture in the State and as such answer the question put to the study committee--"What kinds of jobs are there in Nebraska and the approximate number of each kind?".

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TABLE I. - GENERAL OCCUPATIONAL CLASSES OF PERSONS GAINFULLY EMPLOYED, 10 YEARS OF AGE AND OVER BY AGE GROUPS - NEBRASKA EDUCATIONAL SURVEY 1939

General Occupational Classes of Workers	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75-
		BOTH SEXES									
TOTAL	64152	1525	7463	3647	6403	11803	17644	11678	3361	562	66
0- No information	2866	42	402	351	314	394	638	480	221	22	2
1- Professional	12111	541	155	199	718	2335	4271	2961	763	150	18
2- Salespersons	10416	185	3177	697	868	1553	2342	1250	286	49	9
3- Clerical	6546	171	363	605	1300	1428	1700	803	154	20	2
4- Service	9445	202	1935	864	1194	1577	1896	1255	399	112	11
5- Craftsman(Skilled)	11381	219	333	372	830	2078	3746	2829	826	135	13
Production(Semi-sk)	(5388)	(84)	(202	(260)	(559)	(1294)	(1654)	(990)	(307)	(33)	(5)
6- Machine	2400	44	71	127	305	686	749	316	89	10	3
7- Manual	2988	40	131	133	254	608	905	674	218	23	2
8- Physical Labor(Unskilled)	5999	81	896	299	620	1144	1397	1110	405	41	6
		MALES									
TOTAL	48995	940	5649	2100	3476	8376	14683	10231	2977	500	63
0- No information	2302	30	211	233	231	347	575	445	207	21	2
1- Professional	8991	263	83	94	297	1489	3517	2485	617	129	17
2- Salespersons	8874	148	2923	514	615	1185	2015	1153	269	44	8
3- Clerical	3711	72	240	202	374	731	1239	690	141	20	2
4- Service	3913	71	851	277	308	518	878	677	243	79	11
5- Craftsman(Skilled)	10844	210	314	333	711	1928	3607	2777	817	134	13
Production(Semi-sk)	(4723)	(72)	(184)	(178)	(413)	(1120)	(1510)	(927)	(283)	(32)	(4)
6- Machine	2028	35	64	84	230	603	665	269	67	9	2
7- Manual	2695	37	120	94	183	517	845	658	216	23	2
8- Physical Labor (Unskilled)	5637	74	843	269	527	1058	1342	1077	400	41	6
		FEMALE									
TOTAL	15156	584	1814	1547	2927	3427	2961	1447	384	62	3
0- No Information	564	12	191	118	83	47	63	35	14	1	0
1- Professional	3120	278	72	105	421	846	754	476	146	21	1
2- Salespersons	1542	37	254	183	253	368	327	97	17	5	1
3- Clerical	2835	99	123	403	926	697	461	113	13	0	0
4- Service	5531	130	1084	587	886	1059	1018	578	156	33	0
5- Craftsman(Skilled)	537	9	19	39	119	150	139	52	9	1	0
Production(Semi-sk)	(665)	(12)	(18)	(82)	(146)	(174)	(144)	(63)	(24)	(1)	(1)
6- Machine	372	9	7	43	75	83	84	47	22	1	1
7- Manual	293	3	11	39	71	91	60	16	2	0	0
8- Physical Labor(Unskilled)	362	7	53	30	93	86	55	33	5	0	0

TABLE I. - GENERAL OCCUPATIONAL CLASSES OF PERSONS GAINFULLY EMPLOYED, 10 YEARS OF AGE AND OVER BY AGE GROUPS - OMAHA

NEBRASKA EDUCATIONAL SURVEY 1939

General Occupational Classes of Workers	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
				BOTH SEXES							
TOTAL	24777	687	2361	1311	2434	4649	7253	4676	1201	185	20
0- No Information	867	14	132	104	88	118	194	146	61	9	1
1- Professional	4525	261	58	45	190	730	1691	1233	271	43	3
2- Salespersons	3987	77	1089	271	284	590	1021	535	104	14	2
3- Clerical	3352	91	163	264	633	753	911	446	81	9	1
4- Service	3706	84	653	308	438	682	779	528	180	50	4
5- Craftsman(Skilled)	3922	80	58	115	259	811	1403	925	233	36	2
Production(Semi-sk.)	(2074)	(40)	(36)	(98)	(241)	(517)	(640)	(370)	(117)	(12)	(3)
6- Machine	943	17	19	54	139	262	298	116	35	1	2
7- Manual	1131	23	17	44	102	255	342	254	82	11	1
8- Physical Labor (Unskilled)	2344	40	172	106	301	448	614	493	154	12	4
				MALES							
TOTAL	18954	396	1771	743	1300	3329	6093	4092	1049	163	18
0- No Information	681	10	74	68	58	98	174	133	56	9	1
1- Professional	3511	108	39	32	94	532	1420	1031	215	37	3
2- Salespersons	3432	62	983	205	209	463	901	496	99	13	1
3- Clerical	2023	44	114	94	199	401	698	389	74	9	1
4- Service	1719	29	310	104	142	259	414	306	116	35	4
5- Craftsman(Skilled)	3701	76	56	101	218	738	1331	912	231	36	2
Production(Semi-sk.)	(1755)	(33)	(31)	(53)	(156)	(438)	(575)	(348)	(107)	(12)	(2)
6- Machine	769	12	15	35	95	223	259	102	26	1	1
7- Manual	986	21	16	18	61	215	316	246	81	11	1
8- Physical Labor (Unskilled)	2132	34	164	86	224	400	580	477	151	12	4
				FEMALES							
TOTAL	5823	291	590	568	1134	1320	1160	584	152	22	2
0- No Information	186	4	58	36	30	20	20	13	5	0	0
1- Professional	1014	153	19	13	96	198	271	202	56	6	0
2- Salespersons	555	15	106	66	75	127	120	39	5	1	1
3- Clerical	1329	47	49	170	434	352	213	57	7	0	0
4- Service	1987	55	343	204	296	423	365	222	64	15	0
5- Craftsman(Skilled)	221	4	2	14	41	73	72	13	2	0	0
Production(Semi-sk.)	(319)	(7)	(5)	(45)	(85)	(79)	(65)	(22)	(10)	(0)	(1)
6- Machine	174	5	4	19	44	39	39	14	9	0	1
7- Manual	145	2	1	26	41	40	26	8	1	0	0
8- Physical Labor (Unskilled)	212	6	8	20	77	48	34	16	3	0	0

TABLE I. - GENERAL OCCUPATIONAL CLASSES OF PERSONS GAINFULLY EMPLOYED, 10 YEARS OF AGE AND OVER BY AGE GROUPS - LINCOLN
NEBRASKA EDUCATIONAL SURVEY 1939

General Occupational Classes of Workers	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
BOTH SEXES											
TOTAL	11960	268	1326	714	1362	2198	3208	2174	627	80	3
0- No Information	570	6	120	89	81	66	100	62	40	5	1
1- Professional	2494	103	18	38	137	420	920	668	167	22	1
2- Salespersons	2013	34	653	102	157	310	425	255	66	11	0
3- Clerical	1291	34	33	112	282	301	331	168	27	3	0
4- Service	2062	42	337	216	362	350	392	271	78	13	1
5- Craftsman (Skilled)	1774	34	38	64	145	371	544	438	125	15	0
Production(Semi-sk.)	(901)	(8)	(30)	(41)	(93)	(195)	(306)	(174)	(51)	(3)	(0)
6- Machine	443	6	11	25	63	122	144	58	13	1	0
7- Manual	458	2	19	16	30	73	162	116	38	2	0
8- Physical Labor (Unskilled)	355	7	97	52	105	185	190	138	73	8	0
MALES											
TOTAL	8841	164	1048	407	695	1494	2589	1844	528	69	3
0- No Information	420	5	58	61	59	58	81	57	36	4	1
1- Professional	1932	59	7	25	88	293	767	549	124	19	1
2- Salespersons	1731	28	641	81	100	215	359	235	62	10	0
3- Clerical	676	11	20	42	77	140	220	139	24	3	0
4- Service	799	16	171	66	82	98	177	141	40	7	1
5- Craftsman (Skilled)	1694	32	34	62	124	348	525	430	124	15	0
Production(Semi-sk.)	(772)	(6)	(26)	(24)	(66)	(165)	(275)	(158)	(49)	(3)	(0)
6- Machine	348	4	9	13	43	102	121	46	9	1	0
7- Manual	424	2	18	11	23	62	156	113	37	2	0
8- Physical Labor (Unskilled)	317	7	90	46	99	178	183	134	72	8	0
FEMALES											
TOTAL	3119	104	278	307	667	704	619	330	99	11	0
0- No Information	150	1	62	28	22	8	19	5	4	1	0
1- Professional	562	44	11	13	49	127	153	119	43	3	0
2- Salespersons	282	6	12	21	57	95	66	20	4	1	0
3- Clerical	615	23	13	70	205	161	111	29	3	0	0
4- Service	1263	26	166	150	280	252	215	130	38	6	0
5- Craftsman (Skilled)	80	2	4	2	21	23	19	8	1	0	0
Production(Semi-sk.)	(129)	(2)	(3)	(17)	(27)	(31)	(29)	(15)	(5)	(0)	(0)
6- Machine	95	2	2	12	20	20	23	12	4	0	0
7- Manual	34	0	1	5	7	11	6	3	1	0	0
8- Physical Labor (Unskilled)	38	0	7	6	6	7	7	4	1	0	0

TABLE I. - GENERAL OCCUPATIONAL CLASSES OF PERSONS GAINFULLY EMPLOYED, 10 YEARS OF AGE AND OVER BY AGE GROUPS - POPULATION 500 TO 20,000
NEBRASKA EDUCATIONAL SURVEY 1939

General Occupational Classes of Workers	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
BOTH SEXES											
TOTAL	27415	570	3776	1622	2607	4956	7183	4828	1533	297	43
0- No Information	1429	22	150	158	145	210	344	272	120	8	0
1- Professional	5092	177	79	116	391	1185	1660	1060	325	85	14
2- Salespersons	4416	74	1435	324	427	653	896	460	116	24	7
3- Clerical	1903	46	167	229	385	374	458	189	46	8	1
4- Service	3677	76	945	340	394	545	725	456	141	49	6
5- Craftsman(Skilled)	5635	105	237	193	426	896	1799	1466	468	84	11
Production(Semi-sk)	(2413)	(36)	(136)	(121)	(225)	(582)	(708)	(446)	(139)	(18)	(2)
6- Machine	1014	21	41	48	103	302	307	142	41	8	1
7- Manual	1399	15	95	73	122	280	401	304	98	10	1
8- Physical Labor (Unskilled)	2800	34	627	141	214	511	593	479	178	21	2
MALES											
TOTAL	21200	380	2830	950	1481	3553	6001	4295	1400	263	42
0- No Information	1201	15	79	104	114	191	320	255	115	8	0
1- Professional	3548	96	37	37	115	664	1330	905	278	73	13
2- Salespersons	3711	58	1299	228	306	507	755	422	108	21	7
3- Clerical	1012	17	106	66	98	190	321	162	43	3	1
4- Service	1395	26	370	107	84	161	287	230	87	37	6
5- Craftsman(Skilled)	5449	102	224	170	369	842	1751	1435	462	83	11
Production(Semi-sk)	(2196)	(33)	(126)	(101)	(191)	(518)	(658)	(420)	(130)	(17)	(2)
6- Machine	911	19	40	36	92	278	285	121	32	7	1
7- Manual	1285	14	86	65	99	240	373	299	98	10	1
8- Physical Labor (Unskilled)	2688	33	589	137	204	480	579	466	177	21	2
FEMALES											
TOTAL	6214	189	946	672	1126	1403	1182	533	133	29	1
0- No Information	228	7	71	54	31	19	24	17	5	0	0
1- Professional	1544	81	42	79	276	521	330	155	47	12	1
2- Salespersons	705	16	136	96	121	146	141	38	8	3	0
3- Clerical	891	29	61	163	287	184	137	27	3	0	0
4- Service	2281	49	575	233	310	384	438	226	54	12	0
5- Craftsman(Skilled)	236	3	13	23	57	54	48	31	6	1	0
Production(Semi-sk)	(217)	(3)	(10)	(20)	(34)	(64)	(50)	(26)	(9)	(1)	(0)
6- Machine	103	2	1	12	11	24	22	21	9	1	0
7- Manual	114	1	9	8	23	40	28	5	0	0	0
8- Physical Labor (Unskilled)	112	1	38	4	10	31	14	13	1	0	0

TABLE I. - GENERAL OCCUPATIONAL CLASSES OF PERSONS GAINFULLY EMPLOYED, 10 YEARS OF AGE AND OVER BY AGE GROUPS - POPULATION 500 TO 1,500

NEBRASKA EDUCATIONAL SURVEY 1939

General Occupational Classes of Workers	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75+
				BOTH SEXES							
TOTAL	3094	34	356	200	314	433	769	677	242	58	11
0- No Information	229	1	27	27	19	29	54	51	20	1	0
1- Professional	603	11	11	29	78	117	162	122	53	18	2
2- Salespersons	351	3	120	29	37	34	65	42	17	4	0
3- Clerical	153	3	12	20	28	27	32	25	2	3	1
4- Service	280	5	71	26	25	29	53	51	13	5	2
5- Craftsman (Skilled)	990	8	37	39	69	112	300	296	103	21	5
Production(Semi-sk.)	(205)	(1)	(14)	(14)	(26)	(32)	(54)	(45)	(16)	(3)	(0
6- Machine	83	1	2	3	9	20	27	14	6	1	0
7- Manual	122	0	12	11	17	12	27	31	10	2	0
8- Physical Labor (Unskilled)	283	2	64	16	32	53	49	45	18	3	1
				MALES							
TOTAL	2523	22	256	121	202	328	684	616	220	54	11
0- No Information	196	1	11	17	16	27	54	49	20	1	0
1- Professional	385	5	1	4	17	54	131	100	49	16	2
2- Salespersons	300	2	104	25	31	29	54	36	15	4	0
3- Clerical	93	1	7	3	10	17	26	23	2	3	1
4- Service	111	2	25	6	6	9	21	26	11	3	2
5- Craftsman (Skilled)	968	8	34	38	66	109	298	288	101	21	5
Production(Semi-sk.)	(192)	(1)	(11)	(13)	(25)	(31)	(52)	(43)	(13)	(3)	(0)
6- Machine	75	1	2	2	9	19	26	12	3	1	0
7- Manual	117	0	9	11	16	12	26	31	10	2	0
8- Physical Labor (Unskilled)	278	2	63	15	31	52	48	45	18	3	1
				FEMALES							
TOTAL	571	12	100	79	112	105	85	61	13	4	0
0- No Information	33	0	16	10	3	2	0	2	0	0	0
1- Professional	218	6	10	25	61	63	31	16	4	2	0
2- Salespersons	51	1	16	4	6	5	11	6	2	0	0
3- Clerical	60	2	5	17	18	10	6	2	0	0	0
4- Service	169	3	46	20	19	20	32	25	2	2	0
5- Craftsman (Skilled)	22	0	3	1	3	3	2	8	2	0	0
Production(Semi-sk.)	(13)	(0)	(3)	(1)	(1)	(1)	(2)	(2)	(3)	(0)	[illegible]
6- Machine	8	0	0	1	0	1	1	2	3	0	0
7- Manual	5	0	3	0	1	0	1	0	0	0	0
8- Physical Labor (Unskilled)	5	0	1	1	1	1	1	0	0	0	0

TABLE I. - GENERAL OCCUPATIONAL CLASSES OF PERSONS GAINFULLY EMPLOYED, 10 YEARS OF AGE AND OVER BY AGE GROUPS - POPULATION 1,500 TO 2,500 NEBRASKA EDUCATIONAL SURVEY 1939

General Occupational Classes of Workers	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
				BOTH SEXES							
TOTAL	3741	48	649	250	391	600	865	666	214	50	8
0- No Information	166	1	24	16	15	28	32	33	16	1	0
1- Professional	731	18	17	23	88	160	218	147	42	17	1
2- Salespersons	484	8	172	53	48	68	74	41	13	4	3
3- Clerical	210	3	33	24	41	29	51	21	6	2	0
4- Service	455	5	147	40	48	59	81	49	19	6	1
5- Craftsman (Skilled)	399	8	58	44	75	123	242	248	83	15	3
Production(Semi-sk.)	(278)	(1)	(22)	(17)	(30)	(70)	(81)	(47)	(9)	(1)	(0)
6- Machine	114	1	7	3	9	39	36	18	1	0	0
7- Manual	164	0	15	14	21	31	45	29	8	1	0
8- Physical Labor (Unskilled)	518	4	176	33	46	63	86	80	26	4	0
				MALES							
TOTAL	2900	31	472	152	222	445	716	604	200	50	8
0- No Information	139	1	11	10	13	27	28	32	16	1	0
1- Professional	492	10	9	8	15	92	171	129	40	17	1
2- Salespersons	384	5	144	32	34	52	60	38	12	4	3
3- Clerical	115	1	16	5	10	20	35	20	6	2	0
4- Service	158	2	59	7	7	21	28	19	8	6	1
5- Craftsman (Skilled)	365	7	57	41	70	112	235	242	83	15	3
Production(Semi-sk.)	(262)	(1)	(21)	(16)	(29)	(62)	(76)	(47)	(9)	(1)	(0)
6- Machine	110	1	6	3	9	37	35	18	1	0	0
7- Manual	152	0	15	13	20	25	41	29	8	1	0
8- Physical Labor (Unskilled)	485	4	155	33	44	59	33	77	26	4	0
				FEMALES							
TOTAL	841	17	177	98	169	155	149	62	14	0	0
0- No Information	27	0	13	6	2	1	4	1	0	0	0
1- Professional	239	8	8	15	73	68	47	18	2	0	0
2- Salespersons	100	3	28	21	14	16	14	3	1	0	0
3- Clerical	95	2	17	19	31	9	16	1	0	0	0
4- Service	297	3	88	33	41	38	53	30	11	0	0
5- Craftsman (Skilled)	34	1	1	3	5	11	7	6	0	0	0
Production(Semi-sk.)	(16)	(0)	(1)	(1)	(1)	(8)	(5)	(0)	(0)	(0)	(0)
6- Machine	4	0	1	0	0	2	1	0	0	0	0
7- Manual	12	0	0	1	1	6	4	0	0	0	0
8- Physical Labor (Unskilled)	33	0	21	0	2	4	3	3	0	0	0

TABLE I. - GENERAL OCCUPATIONAL CLASSES OF PERSONS GAINFULLY EMPLOYED, 10 YEARS OF AGE AND OVER BY AGE GROUPS - POPULATION 2,500 TO 5,000

NEBRASKA EDUCATIONAL SURVEY 1939

General Occupational Classes of Workers	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
					BOTH SEXES						
TOTAL	2063	45	249	95	142	340	647	404	118	21	2
0- No Information	139	3	8	13	8	20	45	27	14	1	0
1- Professional	352	8	6	5	23	69	134	73	30	4	0
2- Salespersons	271	6	103	19	23	25	53	35	7	0	0
3- Clerical	91	4	8	12	11	16	29	9	2	0	0
4- Service	211	6	41	18	14	33	58	31	6	4	0
5- Craftsman (Skilled)	531	11	33	11	27	74	180	150	37	7	1
Production(Semi-sk.)	(202)	(4)	(15)	(9)	(16)	(40)	(69)	(36)	(11)	(1)	(1)
6- Machine	75	0	3	3	6	17	34	10	2	0	0
7- Manual	127	4	12	6	10	23	35	26	9	1	1
8- Physical Labor (Unskilled)	266	3	35	8	20	63	79	43	11	4	0
					MALES						
TOTAL	1731	29	203	59	95	265	571	377	110	20	2
0- No Information	119	1	2	10	8	19	41	24	13	1	0
1- Professional	268	3	3	0	7	40	113	71	27	4	0
2- Salespersons	239	5	97	14	18	16	49	33	7	0	0
3- Clerical	46	1	3	2	4	10	18	6	2	0	0
4- Service	98	2	21	8	2	13	28	18	3	3	0
5- Craftsman (Skilled)	518	11	31	11	25	72	176	147	37	7	1
Production(Semi-sk.)	(185)	(3)	(13)	(6)	(11)	(36)	(68)	(35)	(11)	(1)	(1)
6- Machine	72	0	3	3	5	16	34	9	2	0	0
7- Manual	113	3	10	3	6	20	34	26	9	1	1
8- Physical Labor (Unskilled)	258	3	33	8	20	59	78	43	10	4	0
					FEMALES						
TOTAL	332	16	46	36	47	75	76	27	8	1	0
0- No Information	20	2	6	3	0	1	4	3	1	0	0
1- Professional	84	5	3	5	16	29	21	2	3	0	0
2- Salespersons	32	1	6	5	5	9	4	2	0	0	0
3- Clerical	45	3	5	10	7	6	11	3	0	0	0
4- Service	113	4	20	10	12	20	30	13	3	1	0
5- Craftsman (Skilled)	13	0	2	0	2	2	4	3	0	0	0
Production(Semi-sk.)	(17)	(1)	(2)	(3)	(5)	(4)	(1)	(1)	(0)	(0)	(0)
6- Machine	3	0	0	0	1	1	0	1	0	0	0
7- Manual	14	1	2	3	4	3	1	0	0	0	0
8- Physical Labor (Unskilled)	8	0	2	0	0	4	1	0	1	0	0

TABLE I. - GENERAL OCCUPATIONAL CLASSES OF PERSONS GAINFULLY EMPLOYED, 10 YEARS OF AGE AND OVER BY AGE GROUPS - POPULATION 5,000 TO 8,000
NEBRASKA EDUCATIONAL SURVEY 1939

General Occupational Classes of Workers	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
			BOTH SEXES								
TOTAL	5213	161	674	314	555	952	1329	867	296	54	11
0- No Information	281	7	35	31	31	38	60	46	32	1	0
1- Professional	950	52	12	15	59	211	317	200	62	16	6
2- Salespersons	901	24	275	67	122	142	168	70	27	4	2
3- Clerical	393	13	32	58	71	77	86	45	11	0	0
4- Service	721	16	160	66	106	108	146	79	26	13	1
5- Craftsman (Skilled)	915	31	30	31	77	145	295	225	71	10	0
Production (Semi-sk)	(485)	(8)	(25)	(23)	(40)	(96)	(149)	(99)	(37)	(7)	(1)
6- Machine	198	7	6	11	23	49	59	27	10	5	1
7- Manual	287	1	19	12	17	47	90	72	27	2	0
8- Physical Labor (Unskilled)	567	10	105	23	49	135	108	103	30	3	1
			MALES								
TOTAL	3960	110	512	172	307	699	1084	757	262	46	11
0- No Information	233	5	18	18	23	36	59	43	30	1	0
1- Professional	670	28	2	5	17	130	253	165	50	14	6
2- Salespersons	746	19	251	44	84	116	139	63	24	4	2
3- Clerical	208	4	22	14	21	41	59	36	11	0	0
4- Service	287	7	67	32	26	36	57	37	15	9	1
5- Craftsman (Skilled)	859	30	26	24	58	136	284	224	68	9	0
Production(Semi-sk.)	(417)	(8)	(23)	(14)	(31)	(80)	(130)	(90)	(34)	(6)	(1)
6- Machine	159	7	6	3	19	43	50	19	7	4	1
7- Manual	258	1	17	11	12	37	80	71	27	2	0
8- Physical Labor (Unskilled)	540	9	103	21	47	124	103	99	30	3	1
			FEMALES								
TOTAL	1253	51	162	142	248	253	245	110	34	8	0
0- No Information	48	2	17	13	8	2	1	3	2	0	0
1- Professional	280	24	10	10	42	81	64	35	12	2	0
2- Salespersons	155	5	24	23	38	26	29	7	3	0	0
3- Clerical	135	9	10	44	50	36	27	9	0	0	0
4- Service	434	9	93	34	80	72	89	42	11	4	0
5- Craftsman (Skilled)	56	1	4	7	19	9	11	1	3	1	0
Production(Semi-sk.)	68	0	2	9	9	16	19	9	3	1	0
6- Machine	39	0	0	8	4	6	9	8	3	1	0
7- Manual	29	0	2	1	5	10	10	1	0	0	0
8- Physical Labor (Unskilled)	27	1	2	2	2	11	5	4	0	0	0

TABLE I. - GENERAL OCCUPATIONAL CLASSES OF PERSONS GAINFULLY EMPLOYED, 10 YEARS OF AGE AND OVER BY AGE GROUPS - POPULATION 8,000 TO 20,000
NEBRASKA EDUCATIONAL SURVEY 1939

General Occupational Classes of Workers	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
					BOTH SEXES						
TOTAL	13304	282	1848	763	1205	2651	3573	2214	663	114	11
0- No Information	614	10	56	71	72	95	153	115	38	4	0
1- Professional	2456	88	33	44	143	628	829	518	138	30	5
2- Salespersons	2409	33	765	156	197	384	536	272	52	12	2
3- Clerical	1056	23	82	115	234	225	260	89	25	3	0
4- Service	2010	44	526	190	201	316	387	246	77	21	2
5- Craftsman (Skilled)	2350	47	79	68	178	442	782	547	174	31	2
Production(Semi-sk.)	(1243)	(22)	(60)	(58)	(113)	(344)	(355)	(219)	(66)	(6)	(0)
6- Machine	544	12	23	28	56	177	151	73	22	2	0
7- Manual	699	10	37	30	57	167	204	146	44	4	0
8- Physical Labor (Unskilled)	1166	15	247	61	67	197	271	208	93	7	0
					MALES						
TOTAL	10086	188	1387	446	655	1816	2946	1941	599	98	10
0- No Information	514	7	37	49	54	82	138	107	36	4	0
1- Professional	1733	50	22	20	59	348	662	434	112	22	4
2- Salespersons	2042	27	703	113	139	294	453	252	50	9	2
3- Clerical	550	10	58	42	53	102	183	77	22	3	0
4- Service	741	13	198	54	43	82	153	130	50	16	2
5- Craftsman (Skilled)	2239	46	76	56	150	413	758	534	173	31	2
Production(Semi-sk.)	(1140)	(20)	(58)	(52)	(95)	(309)	(332)	(205)	(63)	(6)	(0)
6- Machine	495	10	23	25	50	163	140	63	19	2	0
7- Manual	645	10	35	27	45	146	192	142	44	4	0
8- Physical Labor (Unskilled)	1127	15	235	60	62	186	267	202	93	7	0
					FEMALES						
TOTAL	3217	93	461	317	550	815	627	273	64	16	1
0- No Information	100	3	19	22	18	13	15	8	2	0	0
1- Professional	723	38	11	24	84	280	167	84	26	8	1
2- Salespersons	367	6	62	43	58	90	83	20	2	3	0
3- Clerical	506	13	24	73	181	123	77	12	3	0	0
4- Service	1268	30	328	136	158	234	234	116	27	5	0
5- Craftsman (Skilled)	111	1	3	12	28	29	24	13	1	0	0
Production(Semi-sk.)	(103)	(2)	(2)	(6)	(18)	(35)	(23)	(14)	(3)	(0)	(0)
6- Machine	49	2	0	3	6	14	11	10	3	0	0
7- Manual	54	0	2	3	12	21	12	4	0	0	0
8- Physical Labor (Unskilled)	39	0	12	1	5	11	4	6	0	0	0

TABLE I(A).PERCENTAGE DISTRIBUTION OF GENERAL OCCUPATIONAL CLASSES OF PERSONS GAINFULLY EMPLOYED-TEN YEARS OF AGE & OVER BY AGE GROUPS-NEBRASKA EDUCATIONAL SURVEY 1939

General Occupational Classes of Workers	Age Group										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
			BOTH SEXES								
TOTAL	100	2.4	11.6	5.7	10.0	18.4	27.5	18.2	5.2	0.9	0.1
0- No Information	100	1.5	14.0	12.2	11.0	13.7	22.3	16.7	7.7	0.8	0.1
1- Professional	100	4.5	1.3	1.6	5.9	19.3	35.3	24.4	6.3	1.2	0.1
2- Salespersons	100	1.8	30.5	6.7	8.3	14.9	22.5	12.0	2.7	0.5	0.1
3- Clerical	100	2.6	5.5	9.2	19.9	21.8	26.0	12.3	2.3	0.3	0.0
4- Service	100	2.1	20.5	9.1	12.6	16.7	20.1	13.3	4.2	1.2	0.1
5- Craftsman (Skilled)	100	1.9	2.9	3.3	7.3	18.3	32.9	24.9	7.3	1.2	0.1
Production (Semi-Sk.)	(100)	(1.6)	(3.7)	(4.8)	(10.4)	(24.0)	(30.7)	(18.4)	(5.7)	(0.6)	(0.1)
6- Machine	100	1.8	3.0	5.3	12.7	28.6	31.2	13.2	3.7	0.4	0.1
7- Manual	100	1.3	4.4	4.5	8.5	20.3	30.3	22.6	7.3	0.8	0.1
8- Physical Labor (Unskilled)	100	1.3	14.9	5.0	10.3	19.1	23.3	18.5	6.8	0.7	0.1
			MALES								
TOTAL	100	1.9	11.5	4.3	7.1	17.1	30.0	20.9	6.1	1.0	0.1
0- No Information	100	1.3	9.2	10.1	10.0	15.1	25.0	19.3	9.0	0.9	0.1
1- Professional	100	2.9	0.9	1.0	3.3	16.6	39.1	27.6	6.9	1.4	0.2
2- Salespersons	100	1.7	32.9	5.8	6.9	13.4	22.7	13.0	3.0	0.5	0.1
3- Clerical	100	1.9	6.5	5.4	10.1	19.7	33.4	18.6	3.8	0.5	0.1
4- Service	100	1.8	21.7	7.1	7.9	13.2	22.4	17.3	6.2	2.0	0.3
5- Craftsman (Skilled)	100	1.9	2.9	3.1	6.6	17.8	33.3	25.6	7.5	1.2	0.1
Production (Semi-Sk.)	(100)	(1.5)	(3.9)	(3.7)	(8.7)	(23.7)	(32.0)	(19.6)	(6.0)	(0.7)	(0.1)
6- Machine	100	1.7	3.2	4.1	11.3	29.7	32.8	13.3	3.3	0.4	0.1
7- Manual	100	1.4	4.5	3.5	6.8	19.2	31.4	24.4	8.0	0.8	0.1
8- Physical Labor (Unskilled)	100	1.3	15.0	4.8	9.3	18.8	23.8	19.1	7.1	0.8	0.1
			FEMALES								
TOTAL	100	3.9	12.0	10.2	19.3	22.6	19.5	9.7	2.5	0.4	0.0
0- No Information	100	2.1	33.9	20.9	14.7	8.3	11.2	6.2	2.5	0.2	0.0
1- Professional	100	8.9	2.3	3.4	13.5	27.1	24.2	15.3	4.7	0.7	0.0
2- Salespersons	100	2.4	16.5	24.8	16.4	23.9	21.2	6.3	1.1	0.3	0.1
3- Clerical	100	3.5	4.3	14.2	32.7	24.6	16.3	4.0	0.5	0.0	0.0
4- Service	100	2.4	19.6	10.6	16.0	19.1	18.4	10.5	2.8	0.6	0.0
5- Craftsman (Skilled)	100	1.7	3.5	7.3	22.2	27.9	25.9	9.7	1.7	0.2	0.0
Production (Semi-Sk.)	(100)	(1.8)	(2.7)	(12.3)	(22.0)	(26.2)	(21.7)	(9.5)	(3.6)	(0.1)	(0.1)
6- Machine	100	2.4	1.9	11.6	20.2	22.3	22.6	12.6	5.9	0.3	0.3
7- Manual	100	1.0	3.8	13.3	24.2	31.1	20.5	5.5	0.7	0.0	0.0
8- Physical Labor (Unskilled)	100	1.9	14.6	8.3	25.7	23.8	15.2	9.1	1.4	0.0	0.0

TABLE I(B). PERCENTAGE DISTRIBUTION OF AGE GROUPS OF PERSONS GAINFULLY EMPLOYED-10 YEARS OF AGE & OVER-BY GENERAL OCCUPATIONAL CLASSES
NEBRASKA EDUCATIONAL SURVEY 1939

General Occupational Classes of Workers	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75+
			BOTH SEXES								
TOTAL	100	100	100	100	100	100	100	100	100	100	100
0- No Information	4.5	2.8	5.4	9.6	4.9	3.3	3.6	4.1	6.6	3.9	3.0
1- Professional	18.9	35.5	2.1	5.5	11.2	19.8	24.2	25.4	22.7	26.7	27.3
2- Salespersons	16.2	12.1	42.6	19.1	13.6	13.2	13.3	10.7	8.5	8.7	13.6
3- Clerical	10.2	11.2	4.9	16.6	20.3	12.1	9.6	6.9	4.6	3.6	3.0
4- Service	14.7	13.2	25.9	23.7	18.6	13.4	10.7	10.7	11.9	19.9	16.7
5- Craftsman(Skilled)	17.7	14.4	4.5	10.2	13.0	17.6	21.2	24.2	24.6	24.0	19.7
Production(Semi-Sk.)	(8.4)	(5.5)	(2.7)	(7.1)	(8.7)	(11.0)	(9.4)	(8.5)	(9.1)	(5.9)	(7.6)
6- Machine	3.7	2.9	1.0	3.5	4.8	5.8	4.3	2.7	2.6	1.8	4.5
7- Manual	4.7	2.6	1.7	3.6	3.9	5.2	5.1	5.8	6.5	4.1	3.0
8- Physical Labor (Unskilled)	9.4	5.3	12.0	8.2	9.7	9.7	7.9	9.5	12.0	7.3	9.1
			MALES								
TOTAL	100	100	100	100	100	100	100	100	100	100	100
0- No Information	4.7	3.2	3.7	11.1	6.6	4.1	3.9	4.3	7.0	4.2	3.2
1- Professional	18.4	28.0	1.5	4.5	8.5	17.8	24.0	24.3	20.7	25.8	27.0
2- Salespersons	18.1	15.7	51.7	24.5	17.7	14.1	13.7	11.3	9.0	8.8	12.7
3- Clerical	7.6	7.7	4.2	9.6	10.8	8.7	8.4	6.7	4.7	4.0	3.2
4- Service	8.0	7.6	15.1	13.2	8.9	6.2	6.0	6.6	8.2	15.8	17.5
5- Craftsman(Skilled)	22.1	22.3	5.6	15.9	20.4	23.0	24.6	27.1	27.4	26.8	20.6
Production(Semi-Sk.)	(9.6)	(7.6)	(3.5)	(8.5)	(11.9)	(13.4)	(10.3)	(9.1)	(9.5)	(6.4)	(6.5)
6- Machine	4.1	3.7	1.1	4.0	6.6	7.2	4.5	2.6	2.3	1.8	3.2
7- Manual	5.5	3.9	2.1	4.5	5.3	6.2	5.8	6.4	7.2	4.6	3.2
8- Physical Labor (Unskilled)	11.5	7.9	14.9	12.8	15.2	12.6	9.1	10.5	13.4	8.2	9.5
			FEMALES								
TOTAL	100	100	100	100	100	100	100	100	100	100	100
0- No Information	3.7	2.1	10.5	7.6	2.8	1.4	2.1	2.4	3.6	1.6	0.0
1- Professional	20.6	47.6	4.0	6.8	14.4	24.7	25.5	32.9	38.0	33.9	33.3
2- Salespersons	10.2	6.3	14.0	11.8	8.6	10.7	11.0	6.7	4.4	8.1	33.3
3- Clerical	18.7	17.0	6.8	26.1	31.6	20.3	15.6	7.8	3.4	0.0	0.0
4- Service	36.5	22.3	59.8	37.9	30.3	30.9	34.4	39.9	40.6	53.2	0.0
5- Craftsman(Skilled)	3.5	1.5	1.0	2.5	4.1	4.4	4.7	3.6	2.3	1.6	0.0
Production(Semi-Sk.)	(4.4)	(2.0)	(1.0)	(5.3)	(5.0)	(5.1)	(4.9)	(4.4)	(6.3)	(1.6)	(33.3)
6- Machine	2.5	1.5	0.4	2.8	2.6	2.4	2.8	3.2	5.7	1.6	33.3
7- Manual	1.9	0.5	0.6	2.5	2.4	2.7	2.1	1.1	0.5	0.0	0.0
8- Physical Labor (Unskilled)	2.4	1.2	2.9	1.9	3.2	2.5	1.9	2.3	1.3	0.0	0.0

TABLE 2: GENERAL INDUSTRIAL CLASSIFICATION OF PERSONS GAINFULLY EMPLOYED - TEN YEARS OF AGE AND OVER BY EMPLOYMENT STATUS BY AGE GROUPS--BOTH SEXES - NEBRASKA EDUCATIONAL SURVEY - 1939

General Industrial Classes Employment Status	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
GRAND TOTAL	64,152	1,525	7,463	3,647	6,403	11,803	17,644	11,678	3,361	562	66
Rest of State	27,415	570	3,776	1,622	2,607	4,956	7,183	4,828	1,533	297	43
Lincoln	11,960	268	1,326	714	1,362	2,198	3,208	2,174	627	80	3
Omaha	24,777	687	2,361	1,311	2,434	4,649	7,253	4,676	1,201	185	20
TOTAL EMPLOYEES	50,191										
TOTAL OWNERS OR PROPRIETORS	2,135										
TOTAL GOVERNMENT & OTHER	11,826										
NOT STATED											
Total Employees	3,114	91	300	245	422	569	780	478	197	29	3
Rest of State	1,224	33	169	105	144	235	283	162	77	13	3
Lincoln	513	16	29	34	92	90	122	92	32	6	0
Omaha	1,377	42	102	106	186	244	375	224	88	10	0
Total Owner or Proprietor	3	0	0	0	0	0	1	2	0	0	0
Rest of State	1	0	0	0	0	0	1	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0
Omaha	2	0	0	0	0	0	0	2	0	0	0
AGRICULTURE, FORESTRY & FISHING											
Total Employees	3,507	45	512	194	326	338	815	891	320	57	9
Rest of State	3,154	43	442	166	291	287	756	818	291	52	8
Lincoln	188	1	36	17	17	29	28	38	18	4	0
Omaha	165	1	34	11	18	22	31	35	11	1	1
Total Owner or Proprietor	40	2	1	0	1	2	9	16	5	4	0
Rest of State	35	2	1	0	1	2	8	14	3	4	0
Lincoln	4	0	0	0	0	0	1	1	2	0	0
Omaha	1	0	0	0	0	0	0	1	0	0	0
EXTRACTION OF MINERALS											
Total Employees	29	0	1	1	2	9	10	4	2	0	0
Rest of State	27	0	1	1	2	8	9	4	2	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0
Omaha	2	0	0	0	0	1	1	0	0	0	0

TABLE 2: GENERAL INDUSTRIAL CLASSIFICATION OF PERSONS GAINFULLY EMPLOYED - TEN YEARS OF AGE AND OVER BY EMPLOYMENT STATUS BY AGE GROUPS--BOTH SEXES - NEBRASKA EDUCATIONAL SURVEY - 1939

General Industrial Classes Employment Status	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
EXTRACTION OF MINERALS (Continued)											
Total Owner or Proprietor	7	0	0	0	1	3	1	2	0	0	0
Rest of State	5	0	0	0	1	2	1	1	0	0	0
Lincoln	2	0	0	0	0	1	0	1	0	0	0
Omaha	0	0	0	0	0	0	0	0	0	0	0
BUILDING AND CONSTRUCTION											
Total Employees	1,994	40	41	43	126	341	664	548	163	23	5
Rest of State	918	16	28	15	49	176	319	237	65	10	3
Lincoln	399	4	7	11	34	70	111	113	45	4	0
Omaha	677	20	6	17	43	95	234	198	53	9	2
Total Owner or Proprietor	25	2	1	0	1	4	6	8	3	0	0
Rest of State	13	1	0	0	1	1	3	6	1	0	0
Lincoln	9	1	1	0	0	3	1	1	2	0	0
Omaha	3	0	0	0	0	0	2	1	0	0	0
MANUFACTURING INDUSTRIES											
CHEMICALS											
Total Employees	97	2	6	3	14	15	33	21	2	1	0
Rest of State	15	0	2	1	0	5	4	2	1	0	0
Lincoln	15	1	1	1	3	4	4	1	0	0	0
Omaha	67	1	3	1	11	6	25	18	1	1	0
Total Owner or Proprietor	6	0	0	0	0	0	2	3	1	0	0
Rest of State	1	0	0	0	0	0	0	1	0	0	0
Lincoln	1	0	0	0	0	0	0	1	0	0	0
Omaha	4	0	0	0	0	0	2	1	1	0	0
CLAY, STONE & GLASS PRODUCTS											
Total Employees	116	0	0	4	9	28	44	19	12	0	0
Rest of State	59	0	0	3	2	16	26	8	4	0	0
Lincoln	20	0	0	0	4	2	5	4	5	0	0
Omaha	37	0	0	1	3	10	13	7	3	0	0

TABLE 2: GENERAL INDUSTRIAL CLASSIFICATION OF PERSONS GAINFULLY EMPLOYED - TEN YEARS OF AGE AND OVER BY EMPLOYMENT STATUS BY AGE GROUPS--BOTH SEXES - NEBRASKA EDUCATIONAL SURVEY - 1939

General Industrial Classes Employment Status	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75+
CLAY, STONE & GLASS PRODUCTS (Continued)											
Total Owner or Proprietor	4	0	0	1	0	0	1	2	0	0	0
Rest of State	4	0	0	1	0	0	1	2	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0
Omaha	0	0	0	0	0	0	0	0	0	0	0
FOOD											
Total Employees	3,949	66	200	144	424	1,039	1,278	639	143	14	2
Rest of State	1,227	11	132	78	131	328	357	149	36	5	0
Lincoln	462	14	25	17	59	132	142	56	17	0	0
Omaha	2,260	41	43	49	234	579	779	434	90	9	2
Total Owner or Proprietor	91	0	0	1	2	18	34	25	8	2	1
Rest of State	53	0	0	0	1	9	23	14	5	0	1
Lincoln	14	0	0	0	1	4	3	5	1	0	0
Omaha	24	0	0	1	0	5	8	6	2	2	0
IRON & STEEL & THEIR PRODUCTS											
Total Employees	266	4	4	6	22	57	88	65	16	4	0
Rest of State	58	1	1	0	4	10	18	15	7	2	0
Lincoln	49	0	0	1	3	19	14	9	2	1	0
Omaha	159	3	3	5	15	28	56	41	7	1	0
Total Owner or Proprietor	5	0	0	0	1	0	1	2	1	0	0
Rest of State	3	0	0	0	1	0	0	1	1	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0
Omaha	2	0	0	0	0	0	1	1	0	0	0
LEATHER AND IT'S PRODUCTS											
Total Employees	21	0	1	1	3	2	7	5	2	0	0
Rest of State	4	0	1	1	0	0	0	2	0	0	0
Lincoln	7	0	0	0	2	1	1	2	1	0	0
Omaha	10	0	0	0	1	1	6	1	1	0	0

TABLE 2: GENERAL INDUSTRIAL CLASSIFICATION OF PERSONS GAINFULLY EMPLOYED - TEN YEARS OF AGE AND OVER BY EMPLOYMENT STATUS BY AGE GROUPS--BOTH SEXES - NEBRASKA EDUCATIONAL SURVEY - 1939

General Industrial Classes Employment Status	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
LEATHER AND IT'S PRODUCTS (Continued)											
Total Owner or Proprietor	1	0	0	0	0	0	0	1	0	0	0
Rest of State	0	0	0	0	0	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0
Omaha	1	0	0	0	0	0	0	1	0	0	0
FOREST PRODUCTS - LUMBER											
Total Employees	127	2	1	5	13	19	42	37	6	2	0
Rest of State	12	1	0	1	0	1	5	4	0	0	0
Lincoln	42	0	0	1	3	7	16	12	2	1	0
Omaha	73	1	1	3	10	11	21	21	4	1	0
Total Owner or Proprietor	4	0	0	0	0	0	1	1	1	0	1
Rest of State	1	0	0	0	0	0	0	0	0	0	1
Lincoln	1	0	0	0	0	0	0	1	0	0	0
Omaha	2	0	0	0	0	0	1	0	1	0	0
MACHINERY (Not Including Transportation Equipment)											
Total Employees	122	3	3	3	9	23	49	25	6	1	0
Rest of State	40	1	0	2	3	6	15	9	3	1	0
Lincoln	20	0	1	1	2	2	6	6	2	0	0
Omaha	62	2	2	0	4	15	28	10	1	0	0
Total Owner or Proprietor	6	0	0	0	0	1	2	2	1	0	0
Rest of State	3	0	0	0	0	0	1	2	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0
Omaha	3	0	0	0	0	1	1	0	1	0	0
NONFERROUS METALS AND THEIR PRODUCTS											
Total Employees	55	2	0	2	6	9	27	8	1	0	0
Rest of State	5	0	0	0	2	1	1	1	0	0	0
Lincoln	1	0	0	1	0	0	0	0	0	0	0
Omaha	49	2	0	1	4	8	26	7	1	0	0

TABLE 2: GENERAL INDUSTRIAL CLASSIFICATION OF PERSONS GAINFULLY EMPLOYED - TEN YEARS OF AGE AND OVER BY EMPLOYMENT STATUS BY AGE GROUPS--BOTH SEXES - NEBRASKA EDUCATIONAL SURVEY - 1939

General Industrial Classes Employment Status	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75+
NONFERROUS METALS AND THEIR PRODUCTS (Continued)											
Total Owner or Proprietor	3	0	0	0	0	0	0	1	2	0	0
Rest of State	0	0	0	0	0	0	0	0	0	0	0
Lincoln	1	0	0	0	0	0	0	0	1	0	0
Omaha	2	0	0	0	0	0	0	1	1	0	0
PAPER AND ALLIED PRODUCTS											
Total Employees	63	0	0	2	8	22	19	8	3	1	0
Rest of State	1	0	0	0	0	1	0	0	0	0	0
Lincoln	2	0	0	0	0	1	0	0	1	0	0
Omaha	60	0	0	2	8	20	19	8	2	1	0
PRODUCTS OF PETROLEUM AND COAL											
Total Employees	41	1	0	0	7	10	19	4	0	0	0
Rest of State	23	0	0	0	1	6	13	3	0	0	0
Lincoln	6	0	0	0	3	2	1	0	0	0	0
Omaha	12	1	0	0	3	2	5	1	0	0	0
Total Owner or Proprietor	1	0	0	0	0	0	0	1	0	0	0
Rest of State	0	0	0	0	0	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0
Omaha	1	0	0	0	0	0	0	1	0	0	0
PRINTING, PUBLISHING AND THEIR ALLIED INDUSTRIES											
Total Employees	3,574	34	2,436	210	162	230	290	172	30	9	1
Rest of State	1,369	13	1,029	61	60	75	77	47	5	1	1
Lincoln	907	5	599	51	47	67	81	48	6	3	0
Omaha	1,298	16	808	98	55	88	132	77	19	5	0
Total Owner or Proprietor	21	3	0	0	0	2	5	6	4	1	0
Rest of State	14	2	0	0	0	1	5	3	2	1	0
Lincoln	6	1	0	0	0	1	0	2	2	0	0
Omaha	1	0	0	0	0	0	0	1	0	0	0

TABLE 2: GENERAL INDUSTRIAL CLASSIFICATION OF PERSONS GAINFULLY EMPLOYED - TEN YEARS OF AGE AND OVER BY EMPLOYMENT STATUS BY AGE GROUPS--BOTH SEXES - NEBRASKA EDUCATIONAL SURVEY - 1939

General Industrial Classes Employment Status	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
RAILROAD REPAIR SHOPS											
Total Employees	973	18	4	13	42	160	345	291	93	6	1
Rest of State	375	7	3	4	10	70	126	117	35	2	1
Lincoln	196	6	0	1	6	32	77	52	20	2	0
Omaha	402	5	1	8	26	58	142	122	38	2	0
RUBBER PRODUCTS											
Total Employees	14	2	1	0	2	3	3	3	0	0	0
Rest of State	2	0	1	0	0	0	1	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0
Omaha	12	2	0	0	2	3	2	3	0	0	0
Total Owner or Proprietor	2	0	1	0	0	0	1	0	0	0	0
Rest of State	2	0	1	0	0	0	1	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0
Omaha	0	0	0	0	0	0	0	0	0	0	0
TEXTILES & THEIR PRODUCTS											
Total Employees	133	6	3	5	22	33	37	20	7	0	0
Rest of State	32	0	1	2	3	12	4	7	3	0	0
Lincoln	14	1	1	0	5	0	5	1	1	0	0
Omaha	87	5	1	3	14	21	28	12	3	0	0
Total Owner or Proprietor	5	0	0	0	0	0	1	2	2	0	0
Rest of State	2	0	0	0	0	0	1	1	0	0	0
Lincoln	1	0	0	0	0	0	0	1	0	0	0
Omaha	2	0	0	0	0	0	0	0	2	0	0
TRANSPORTATION EQUIPMENT (Air, Land and Water)											
Total Employees	37	2	0	0	2	11	17	2	3	0	0
Rest of State	2	0	0	0	0	1	0	0	1	0	0
Lincoln	4	0	0	0	0	2	1	0	1	0	0
Omaha	31	2	0	0	2	8	16	2	1	0	0

TABLE 2: GENERAL INDUSTRIAL CLASSIFICATION OF PERSONS GAINFULLY EMPLOYED - TEN YEARS OF AGE AND OVER BY EMPLOYMENT STATUS BY AGE GROUPS--BOTH SEXES - NEBRASKA EDUCATIONAL SURVEY - 1939

General Industrial Classes Employment Status	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
MISCELLANEOUS MANUFACTURING INDUSTRIES											
Total Employees	175	3	6	23	47	25	39	23	7	2	0
Rest of State	38	1	1	4	1	6	12	7	4	2	0
Lincoln	22	0	1	0	2	5	13	1	0	0	0
Omaha	115	2	4	19	44	14	14	15	3	0	0
Total Owner or Proprietor	5	0	0	0	0	0	1	4	0	0	0
Rest of State	1	0	0	0	0	0	0	1	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0
Omaha	4	0	0	0	0	0	1	3	0	0	0
COMMERCIAL AND MECHANICAL SERVICES AND FINANCE											
Total Employees	5,230	130	200	240	551	1,025	1,664	1,094	262	54	10
Rest of State	1,769	40	116	70	157	339	554	362	94	31	6
Lincoln	990	29	29	48	112	187	304	213	58	9	1
Omaha	2,471	61	55	122	282	499	806	519	110	14	3
Total Owner or Proprietor	212	5	1	2	6	25	90	58	18	7	0
Rest of State	109	2	1	0	4	15	50	25	8	4	0
Lincoln	39	1	0	1	2	4	8	16	5	2	0
Omaha	64	2	0	1	0	6	32	17	5	1	0
WHOLESALE DISTRIBUTION											
Total Employees	2,121	51	41	84	197	498	779	375	78	15	3
Rest of State	717	15	28	26	58	177	257	123	24	7	2
Lincoln	388	6	6	14	32	98	145	68	17	2	0
Omaha	1,016	30	7	44	107	223	377	184	37	6	1
Total Owner or Proprietor	79	1	1	0	3	9	30	24	9	1	1
Rest of State	41	0	1	0	3	6	15	13	3	0	0
Lincoln	8	0	0	0	0	0	3	1	4	0	0
Omaha	30	1	0	0	0	3	12	10	2	1	1

TABLE 2: GENERAL INDUSTRIAL CLASSIFICATION OF PERSONS GAINFULLY EMPLOYED - TEN YEARS OF AGE AND OVER BY EMPLOYMENT STATUS BY AGE GROUPS--BOTH SEXES - NEBRASKA EDUCATIONAL SURVEY - 1939

General Industrial Classes Employment Status	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75+
RETAIL DISTRIBUTION											
Total Employees	7,666	156	1,104	730	1,033	1,593	1,865	907	225	45	8
Rest of State	3,406	70	546	335	472	718	785	359	97	18	6
Lincoln	1,418	24	119	116	218	325	365	197	44	10	0
Omaha	2,842	62	439	279	343	550	715	351	84	17	2
Total Owner or Proprietor	1,095	29	2	6	7	132	392	383	108	35	1
Rest of State	589	19	2	6	5	75	210	185	64	23	0
Lincoln	140	3	0	0	1	17	51	49	14	4	1
Omaha	366	7	0	0	1	40	131	149	30	8	0
DOMESTIC AND PERSONAL SERVICE											
Total Employees	*5,762	*124	1,392	560	817	981	1,060	605	175	45	3
Rest of State	*2,459	*49	731	222	265	354	487	256	66	27	2
Lincoln	1,246	22	222	147	263	224	195	126	43	4	0
Omaha	2,057	53	439	191	289	403	378	223	66	14	1
Total Owner or Proprietor	128	6	0	0	3	19	45	38	15	2	0
Rest of State	63	3	0	0	3	9	18	19	9	2	0
Lincoln	21	0	0	0	0	2	12	4	3	0	0
Omaha	44	3	0	0	0	8	15	15	3	0	0
HOTELS, RESTAURANTS, AMUSEMENTS, ETC.											
Total Employees	2,742	55	563	277	374	541	547	288	76	20	1
Rest of State	1,159	21	287	128	151	207	213	112	33	7	0
Lincoln	519	12	99	57	86	91	107	52	10	5	0
Omaha	1,064	22	177	92	137	243	227	124	33	8	1
Total Owner or Proprietor	321	12	3	2	7	39	120	89	38	10	1
Rest of State	169	5	1	0	1	18	69	43	23	8	1
Lincoln	47	1	0	0	2	4	14	21	5	0	0
Omaha	105	6	2	2	4	17	37	25	10	2	0

*1 Person sex unknown included.

TABLE 2: GENERAL INDUSTRIAL CLASSIFICATION OF PERSONS GAINFULLY EMPLOYED - TEN YEARS OF AGE AND OVER BY EMPLOYMENT STATUS BY AGE GROUPS--BOTH SEXES - NEBRASKA EDUCATIONAL SURVEY - 1939

General Industrial Classes Employment Status	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
GOVERNMENTAL SERVICE											
Federal	1,715	34	4	26	119	297	744	421	66	3	1
Rest of State	473	7	3	5	40	79	212	109	15	2	1
Lincoln	458	12	1	6	32	78	202	112	15	0	0
Omaha	784	15	0	15	47	140	330	200	36	1	0
State	929	26	10	24	82	188	338	204	49	7	1
Rest of State	253	7	6	6	17	63	101	42	8	3	0
Lincoln	606	17	4	16	60	120	209	140	36	3	1
Omaha	70	2	0	2	5	5	28	22	5	1	0
County	454	10	0	15	44	83	152	104	41	4	1
Rest of State	286	4	0	7	35	55	83	65	34	2	1
Lincoln	53	2	0	2	1	11	23	9	4	1	0
Omaha	115	4	0	6	8	17	46	30	3	1	0
City	812	24	13	10	19	137	325	205	67	10	2
Rest of State	274	6	3	4	4	39	110	76	25	5	2
Lincoln	211	7	3	3	6	34	83	56	17	2	0
Omaha	327	11	7	3	9	64	132	73	25	3	0
School District	2,805	241	52	84	338	810	626	454	159	37	4
Rest of State	1,368	66	27	60	243	540	270	111	39	11	1
Lincoln	473	37	6	10	36	102	135	114	29	4	0
Omaha	964	138	19	14	59	168	221	229	91	22	3
PROFESSIONAL SERVICE											
Total Employees	2,291	87	92	111	225	345	701	547	134	45	4
Rest of State	1,051	37	42	66	98	157	307	230	84	27	3
Lincoln	434	18	8	14	38	74	141	123	15	3	0
Omaha	806	32	42	31	89	114	253	194	35	15	1
Total Owner or Proprietor	5	0	0	0	0	1	3	1	0	0	0
Rest of State	4	0	0	0	0	0	3	1	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0
Omaha	1	0	0	0	0	1	0	0	0	0	0

TABLE 2: GENERAL INDUSTRIAL CLASSIFICATION OF PERSONS GAINFULLY EMPLOYED - TEN YEARS OF AGE AND OVER BY EMPLOYMENT STATUS BY AGE GROUPS--BOTH SEXES - NEBRASKA EDUCATIONAL SURVEY - 1939

General Industrial Classes Employment Status	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
PUBLIC UTILITIES (Privately Owned Except Transportation & Communication)											
Total Employees	522	14	1	10	28	123	211	110	22	3	0
Rest of State	214	4	0	8	12	55	80	45	8	2	0
Lincoln	117	6	1	2	6	16	50	30	6	0	0
Omaha	191	4	0	0	10	52	81	35	8	1	0
PUBLIC UTILITIES (Government Owned Except Transportation & Communication)											
Total Employees	311	5	3	2	14	72	121	74	18	2	0
Rest of State	140	3	2	1	8	29	53	39	3	2	0
Lincoln	22	0	0	0	0	6	9	3	4	0	0
Omaha	149	2	1	1	6	37	59	32	11	0	0
TRANSPORTATION AND COMMUNICATION											
Total Employees	5,139	124	64	122	346	963	1,846	1,311	330	32	1
Rest of State	2,022	58	32	60	135	366	686	530	144	11	0
Lincoln	811	9	6	24	57	147	287	218	59	4	0
Omaha	2,306	57	26	38	154	450	873	563	127	17	1
Total Owner or Proprietor	66	0	0	0	2	18	23	19	3	1	0
Rest of State	47	0	0	0	2	13	16	12	3	1	0
Lincoln	11	0	0	0	0	2	4	5	0	0	0
Omaha	8	0	0	0	0	3	3	2	0	0	0
WORKS PROGRESS ADMINISTRATION	3,918	57	0	0	223	912	1,265	1,008	424	28	1
Rest of State	1,625	20	0	0	74	375	523	421	201	11	0
Lincoln	709	11	0	0	44	180	224	166	78	6	0
Omaha	1,584	26	0	0	105	357	518	421	145	11	1
NATIONAL YOUTH ADMINISTRATION	998	5	355	359	240	13	17	8	1	0	0
Rest of State	374	2	120	146	88	6	7	5	0	0	0
Lincoln	289	0	113	98	70	2	5	1	0	0	0
Omaha	335	3	122	115	82	5	5	2	1	0	0

TABLE 2: GENERAL INDUSTRIAL CLASSIFICATION OF PERSONS GAINFULLY EMPLOYED - TEN YEARS OF AGE AND OVER BY EMPLOYMENT STATUS BY AGE GROUPS--BOTH SEXES - NEBRASKA EDUCATIONAL SURVEY - 1939

General Industrial Classes Employment Status	Age Groups										
	Total	NA	10-17	18-19	20-24	25-34	35-44	45-54	55-64	65-74	75/
CIVILIAN CONSERVATION CORPS	195	1	40	77	51	6	8	10	2	0	0
Rest of State	80	0	15	27	24	2	3	7	2	0	0
Lincoln	44	1	8	20	13	0	0	2	0	0	0
Omaha	71	0	17	30	14	4	5	1	0	0	0

TABLE 3: OCCUPATIONAL CLASSIFICATIONS CONTAINING OVER 100 PERSONS GAINFULLY EMPLOYED, TEN YEARS OF AGE AND OVER, BY SEX

NEBRASKA EDUCATIONAL SURVEY
1939

Occupational Classification	Number		
	Total	Male	Female
PROFESSIONAL			
Attorneys	344	341	3
Accountants	361	337	24
Contractors	299	299	0
Clergymen	201	197	4
Dentists	185	181	4
Engineers	410	410	0
Graduate Nurses	151	3	148
Managers	1,720	1,599	121
Sales	243	240	3
Retail	261	245	16
Department	123	114	9
Musicians	170	127	43
Owners and Proprietors	2,180	1,949	231
Presidents*	110	110	0
Physicians	248	241	7
Superintendents	281	257	24
Teachers	2,544	529	2,015
SALESPERSONS			
Agents--Real Estate	128	125	3
Service Station Attendants	569	567	2
Livestock Buyers	145	145	0
News Boys	2,423	2,389	34
Salespersons (Inside)	4,290	2,959	1,331
Auto Equipment	432	430	2
Drugs and Chemicals	192	152	40
Foods and Beverages	1,327	1,091	236
Hardware and Paints	118	113	5
Department Store	351	81	270
Dime to Dollar	234	15	219
Clothing	248	125	123
Salespersons (Outside)	2,025	1,967	58
Foods and Beverages	336	333	3
Insurance	474	463	11
Petroleum Products	113	112	1
Publications	126	118	8
CLERICAL			
Bookkeepers	585	248	337
Cashiers	248	108	140

*Includes occupations returned as "Bankers"

TABLE 3 (Continued): OCCUPATIONAL CLASSIFICATIONS CONTAINING OVER 100 PERSONS GAINFULLY EMPLOYED, TEN YEARS OF AGE AND OVER, BY SEX

NEBRASKA EDUCATIONAL SURVEY
1939

Occupational Classification	Number		
	Total	Male	Female
CLERICAL (Continued)			
Clerks	3,454	2,650	804
Clerks N.O.S.*	1,267	843	424
General Office	548	386	162
Mail Carrier	293	292	1
Postal	345	337	8
Auditors	122	119	3
Shipping	209	206	3
Stock	191	169	22
Messengers	244	232	12
Machine Operators	161	44	117
Secretaries	348	69	279
Stenographers	1,103	86	1,017
Typists	109	14	95
Time Keepers	103	95	8
SERVICE			
Attendants	378	363	15
Caddies	206	204	2
Cooks	418	162	256
Restaurant	173	63	110
Delivery Men	380	372	8
Firemen (Fire Department)	149	149	0
Gardeners	118	114	4
Hairdressers	303	19	284
Janitors	946	786	160
Laundresses	225	14	211
Maids	3,035	42	2,993
House	2,300	24	2,276
Nurses (Practical)	104	1	103
Elevator Operators	102	46	56
Policemen	234	228	6
Seamstresses	190	0	190
Waiters	917	259	658
Watchmen	171	170	1
Yardmen	109	109	0
CRAFTSMEN (Skilled)			
Bakers	259	225	34
Oven	179	153	26
Butchers	312	304	8
Carpenters	769	769	0

*Not otherwise specified

TABLE 3 (Continued): OCCUPATIONAL CLASSIFICATIONS CONTAINING OVER 100 PERSONS GAINFULLY EMPLOYED, TEN YEARS OF AGE AND OVER, BY SEX

NEBRASKA EDUCATIONAL SURVEY
1939

Occupational Classification	Number		
	Total	Male	Female
CRAFTSMEN (Skilled) (Con't.)			
Cutters--Meat	154	151	3
Drivers (Automotive)	180	178	2
Electricians	297	297	0
Engineers	464	464	0
Railroad	202	202	0
Stationary	224	224	0
Farmers	2,192	2,178	14
Firemen	185	185	0
Machinists	550	550	0
Bench Machine Shop	100	100	0
Mechanics	1,113	1,112	1
Auto	655	654	1
Machine Operators	357	115	242
Telephone	261	27	234
Painters	566	563	3
Plumbers	226	226	0
Printers	251	235	16
Job	175	163	12
Repair Men	271	269	2
Shoe Makers	155	151	4
Switch Men (Railroad)	154	154	0
PRODUCTION WORKERS (Machine)			
Drivers (Truck)	1,464	1,464	0
Operators	225	168	57
Seamstresses (Industrial)	217	8	209
PRODUCTION WORKERS (Manual)			
Brakemen	171	171	0
Boilermen	102	102	0
Carmen (Railroad)	241	241	0
Conductors	128	128	0
Farm Hands	266	264	2
Foremen (Labor)	314	309	5
Inspectors	109	107	2
PHYSICAL LABOR			
Blockers (Beet)	144	109	35
Chore Boys	310	301	9
Laborers	4,522	4,291	231
Agriculture	109	109	0
Factory	140	87	53
Construction	231	230	1
Railroad	334	333	1

PROFESSIONAL AND KINDRED WORKERS

In the Professional and Kindred Workers group are classed those workers who possess superior intelligence and a background of training that includes a minimum of a college education or a special technical course of 2 or more years in duration. The standards are high, and most of the workers possess creative and directive ability. Lawyers, Athletic Officials, Draftsmen, and Managers are typical of those placed in this category. The group is divided into four classes, defined as follows:

1. Professional Workers

   Persons who, through a long period of academic study, have acquired an extensive training in the theory and practice of their field. Physicians, Lawyers, and Engineers have been included in this class.

2. Semiprofessional Workers

   Persons who, though they may have had an intensive training, are not usually recognized as Professional Workers. Showmen, Journalists, and Athletes have been included in this class.

3. Technicians

   Persons who have extensive knowledge of the mechanical or technical details of a narrow sphere, within a profession and a general knowledge of the field itself. Accountants, Designers, and Laboratory Assistants have been included in this class.

4. Administrators and Supervisory Workers

   Persons whose responsibility it is to plan, supervise, direct, or guide the activity of others in all phases of their work. Factory Foremen, Straw Bosses, and Crew Supervisors have not been included here as they are frequently skilled workers who perform manual operations similar to those of persons immediately under them. Presidents, Managers, and Superintendents have been included in this class.

SALESPERSONS

In the Salespersons group are classed those persons directly identified with transactions in the exchange of commodities, services, or investments. They are usually required to possess a pleasing personality. Grocery Clerks, Department Store Salesmen, Soda Clerks, Purchasing Agents, and Insurance Salesmen are typical of those placed in this category. The group is divided into three classes, defined as follows:

1. Inside Salespersons

   Persons who attend customers who come into an establishment. These salespersons ordinarily need only a general knowledge of their merchandise. Ticket Agents, Retail Food and Beverage Salesmen, and General Store Salesmen have been included in this class.

2. Outside Salespersons

   Persons who take the initiative in contacting the customer. These salespersons generally need a specialized knowledge of their merchandise. Canvassers, Wholesale Men's Clothing and Apparel Salesmen, and Insurance Salesmen have been included in this class.

3. Related Service

Persons who are identified with transactions in the exchange of merchandise, either as buyers or sellers, or both. They frequently provide the additional service of making the desired merchandise more available. Brokers and Market Operators, Buyers, and Purchasing Agents have been included in this class.

CLERICAL WORKERS

In the Clerical Workers group are classed those persons engaged in preparing, transferring, transcribing, systematizing, or preserving written communications and records. Their work is usually of a routine nature. Typists, Billing Machine Operators, Messengers, and Shipping Clerks are typical of those placed in this category. The group is divided into two classes, defined as follows:

1. Clerical Workers--Primarily Machine

Clerks whose work primarily involves the operation of an office machine. Typists, Comptometer Operators, Bookkeeping Machine Operators have been included in this class.

2. Clerical Workers--Primarily Non-Machine

Clerks whose work does not primarily require the use of an office machine. Entry Clerks, File Clerks, and Storeroom Clerks have been included in this class.

SERVICE WORKERS

In the Service Workers group are classed those persons who clean and care for buildings, streets, or wearing apparel, or who prepare or serve food. Maids, Cooks, Street Cleaners, Watchmen, and Laundresses are typical of those placed in this category. The group is divided into three classes, defined as follows:

1. Personal Service

Persons who care for rooms or wearing apparel, prepare or serve food, or provide in other ways for the physical comfort of the occupants of private homes. Maids, Cooks, Valets, and Housekeepers have been included in this class.

2. Personal Service--Institutional and Outside

Persons whose work is similar to that of the Household or Domestic Service Workers, but which is particularly identified with hotels and other institutions outside of the private home. Beauty Parlor workers, Institutional Cooks, Waiters, and Waitresses have been included in this class.

3. Maintenance Workers

Persons whose work involves caring for and maintaining large buildings, factories, and parks. Street Cleaners, Janitors, and Guards have been included in this class.

CRAFTSMEN (SKILLED WORKERS)

In the Skilled Workers group are classed those persons whose work requires that they have a long period of training, possess a high degree of manual dexterity, and exercise considerable independent judgment. Blacksmiths, Machinists, Tool Makers, and Millwrights are typical of those placed in this category. This group has not been subdivided.

PRODUCTION WORKERS (SEMISKILLED)

In the Production Workers group are classed those persons whose work requires little independent judgment but considerable manual dexterity. While their jobs do not require long periods of apprenticeship, usually more than a few days are needed for them to attain normal efficiency. Card Tenders, Threading Machine Operators, Linoleum Layers, and Bench Hands are typical of those placed in this category. The group is divided into two classes, defined as follows:

1. Predominantly Machine

   Persons coming within this major classification work at tasks which predominantly involve the use of machines. Punch press operators, Air Compressor Operators, Bottlers, and Card Tenders have been included in this class.

2. Predominantly Manual

   Persons coming within this major classification perform work which does not involve the use of machines, except perhaps, incidentally. Spray Painters, Carpet Layers, and Rough Carpenters have been included in this class.

PHYSICAL LABOR WORKERS (UNSKILLED)

In the Physical Labor Workers group are classed those persons who do simple, rough work. Their activity is almost wholly muscular, and they can usually be trained in a day or so. Frequently they are called "Laborers". Ashmen, Bill Posters, and Deckhands are typical of those placed in this category. The group is divided into two classes, defined as follows:

1. Heavy Physical Labor Workers

   Persons whose work requires more than an average amount of physical exertion. Quarry Hands, Cement Loaders, and Coal Passers have been included in this class.

2. Light Physical Labor Workers

   Persons whose work requires an average, or small amount of physical exertion. Box Nailers, Sweepers, and Fish Skinners have been included in this class.

UNASSIGNED WORKERS

0. Unassigned

Workers for whom no assignment could be made because of lack of information on the schedule.

1. Emergency Program

All workers on WPA and NYA were thus placed regardless of position occupied.

INDUSTRIAL GROUPS

- Not Stated
- Agriculture, Forestry and Fishing
- Extraction of Minerals
- Building and Construction
- Manufacturing Industries:
  - Chemicals
  - Clay, Stone and Glass Products
  - Food
  - Iron and Steel and their Products; not including machinery
  - Leather and its Products
  - Forest Products; Lumber
  - Machinery; not including transportation equipment
  - Nonferrous Metals and their Products
  - Paper and Allied Products
  - Products of Petroleum and Coal
  - Printing, Publishing and Allied Industries
  - Railroad Repair Shops
  - Rubber Products
  - Textiles and their Products
  - Transportation Equipment: Air, Land and Water
  - Miscellaneous Manufacturing Industries
- Commercial and Mechanical Services and Finance
- Wholesale Distribution
- Retail Distribution
- Domestic and Personal Service
- Hotels, Restaurants, Amusements, etc.
- Govermmental Service:
  - Federal
  - State
  - County
  - City
  - School District
- Professional Service
- Public Utilities (Privately Owned) Except transportation and com.
- Public Utilities (Govt. Owned) Except transportation and communication
- Transportation and communication
- Works Progress Administration
- National Youth Administration
- Civilian Conservation Corps.

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NEBRASKA STATE PLANNING BOARD
NEBRASKA EDUCATIONAL SURVEY
1939

COLLEGE AND UNIVERSITY WORK PROGRAMS

REPORT TO STUDY COMMITTEE NUMBER 2
By
Dr. Royce West
University of Omaha

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LETTER OF TRANSMITTAL

Omaha, Nebraska
September 22, 1939

Dr. Fred J. Kelly
Chairman, Study Committee Number 2
Nebraska State Planning Board
Lincoln, Nebraska

Dear Dr. Kelly:

I am pleased to submit a brief report on college work programs, my assignment in the work of Study Committee Number 2.

Very truly yours,

Royce West

19 Aug 42 div. 9

COLLEGE AND UNIVERSITY WORK PROGRAMS

I. Introduction

This is a brief report about college programs which combine academic training with industrial-commercial work.

a. Programs Studied

For this survey, reports on student work programs of fourteen Nebraska colleges and universities have been examined:

Creighton University, Doane College, Duchesne College, Hebron College, Luther College, McCook Junior College, Midland College, University of Nebraska, Nebraska Central College, Nebraska Wesleyan University, University of Omaha, Scottsbluff Junior College, Union College, and York College.

Of these, one -- the University of Omaha -- operates a "cooperative" or "work-study" plan.

Similar reports from fourteen other universities and colleges which have operated on some form of a cooperative or work-study plan were also studied, because of the special interest of these institutions in a work program for its educational value:

University of Akron, Antioch College, Armour Institute of Technology, Bradley Polytechnic Institute, University of Cincinnati, University of Detroit, Drexel Institute of Technology, Fenn College, Georgia School of Technology, University of Louisville, Newark College of Engineering, University of Pittsburgh, Southern Methodist University and Textile Industrial Institute.

The work done by students on (a) college farms in agricultural colleges, (b) in preliminary work and internships in hospitals as a part of medical college training, and (c) by practice teachers in teachers colleges, is not included in this study, although the practical experience so achieved has long been regarded as an important part of the educational training of these students. Usually, except in the case of interns, there is no wage for these services.

II. Purposes of Work Program

Business conditions of the past decade have caused colleges and universities to devote more attention to helping students who are financially in need find paying jobs.

In earlier years, the college assumed little responsibility for helping students find work. The student who had to support himself looked upon his job as a source of money, little more. Reports from Nebraska and other colleges indicate that these institutions now assume the responsibility for helping students find part-time employment during student days and permament employment upon graduation, sometimes continuing this service for many years after graduation.

That this is a general condition is indicated by Bulletin No. 9, Office of Education, United States Department of the Interior, "College Projects for Aiding Students," (p. 67):

> "Money earning by students can no longer be treated merely as the concern of each student. Locating jobs and assigning students to them require organization. Furthermore, the college has a stake in making possible the college attendance of financially needy students. These students often prove to be very superior in their college work and attain distinction after graduation."

In some cases, as this study shows in detail, colleges and universities now provide money-earning opportunities, not only through paper-reading, laboratory assistance work, janitor and clerical service, but also through institutionally-operated factories of various types (chemical products, metal crafts work, weaving, furniture-making, shoe-making, etc.), and other phases of industrial work. See "College Projects," pp. 4-17, 43-66.

Students continue, of course, to devise their own original schemes for earning money. See "College Projects," pp. 17-22. Students have also been instrumental in the development of various plans for reducing the cost

of student living. This is especially true of cooperative housing plans, dining clubs, book stores and other shops, although this by no means exhausts the list of plans for reducing the cost of student living. See "College Projects," pp. 22-43.

a. Nebraska Institutions

The majority of Nebraska colleges consider helping students pay college expenses the most important purpose of their work programs. Three Nebraska colleges mention a second purpose: helping students explore vocational fields and test their ability. Two mention a third: helping students get work experience. Two list a fourth: helping in the transition from college to work.

York's program is aimed at getting jobs for students after graduation. McCook Junior College has a cooperative plan for its commercial courses, through which students work for the experience. The University of Omaha's work-study program is designed to help students derive educational training from work experience.

Union College in Nebraska, operating to some extent as a "self-help" college, employs a comparatively high percentage of students within the institution. At Union College, students work in the laundry, print shop, broom factory, power house, bakery, etc., in partial payment of student fees and living costs.

The interest of Union College supporters in the self-help program is indicated by a recent gift of $7,000 to the school by Mr. Don L. Love. The money will be used for the erection of a building which will house a broom shop and craft shop.

For a survey of a number of self-help colleges and their programs, see "College Projects," pp. 43-66.

b. Other Institutions

Cooperative colleges outside Nebraska cite all four of the reasons listed in the foregoing paragraph as purposes of their work programs.

Other purposes mentioned are: To supplement the general education of students, (Antioch); to teach students to deal with people, with emphasis on "understanding of human factors in industrial and professional world," (University of Louisville); to acquaint students with relative values of time, money and materials, (University of Louisville); to train students to meet industrial and professional discipline and demands, (University of Louisville); to sensitize the young man to the interplay of human relations, (Human Relations Laboratory, Newark College of Engineering).

The Textile Institute differs from the other schools in that its basic aim is to provide education through a self-help program.

III. Financing the Work Program

Most college work programs are financed by the general budget. Two Nebraska colleges combine funds from the general budget with a student fee. At Creighton University, the work program is financed through the Student Union.

Of twelve cooperative institutions, nine finance their work programs through the general budget. Two combine funds from the general budget with a student fee.

The School of Engineering of Southern Methodist University finances its work program through the budget of the School of Engineering, tuition, fees and general endowment. The endowment for the cooperative engineering school was supplied by the Technical Club of Dallas, Texas, the North Texas Chapter of the American Institute of Architects, and other Dallas friends of the University.

[illegible] industrial and professional [illegible]

[illegible] women workers laboratory, Hunter College [illegible]

[illegible] Entering the Ninth Grade

[illegible]

IV. Scope of the Cooperative Plan in Individual Institutions

Of the colleges which have the cooperative plan in some form, four-Antioch College, Fenn College, Textile Institute and the University of Omaha -- have adopted the plan in all divisions. At the University of Omaha, the work-study plan is optional, while at the other institutions, every student takes part in it. At the University of Omaha, the work-study plan has been utilized chiefly by students of business administration.

At Georgia School of Technology, the cooperative plan is used in the schools of chemical, civil, mechanical and electrical engineering. The department of mechanical engineering of Armour Institute of Technology operates on the work-study plan. The engineering colleges of Southern Methodist University (above the freshman year), Akron University and the University of Louisville use this plan, as does the University of Detroit in the last three years of the five-year engineering course.

At Drexel Institute of Technology, the plan is used in all engineering courses, all retail management courses and in business administration to the extent of 75 per cent of the student body. At the University of Cincinnati, the cooperative plan is used in the schools of engineering, commerce and applied arts.

The work-study plan was introduced at Bradley Polytechnic Institute in 1938. Forty high-ranking students take part in it after their freshman year. Registrations are accepted in the following departments: Arts, business administration, chemistry, engineering, home economics, industrial education, nursing and social sciences.

The Newark College of Engineering is discontinuing its cooperative work, previously given in the fourth year of the four-year program. The

college is, however, setting up a program for giving experience in industry during summer vacation periods in the pre-junior and pre-senior summers. It will be optional and will be limited to the more intelligent and mature students.

V. Types of Cooperative Employment

a. Industrial-commercial

Work-study students are employed in the following types of positions, among others:

Antioch: Accounting, banking, insurance, finance, merchandising, printing, publishing and other business firms; national, state, county and city governments; farms; manufacturing, transportation, communication and personal service companies; professional agencies (including hospitals, libraries, museums, public and private schools, social service institutions, summer camps.)

Armour: Production shops (assembly line work, inspection, time study, planning time-keeping, cost accounting); drawing rooms; engineering firms.

Detroit: Laboratories; drafting rooms; surveying offices; construction companies shops.

Drexel: Manufacturing firms.

Fenn: Business, industrial and financial firms.

Georgia Tech; Steel mills; railroad shops; paper mills; chemical companies; highway departments; utility companies; General Electric Company; Westinghouse Company.

Louisville: Factories; construction projects; laboratories; drafting rooms; power plants; engineering firms.

Omaha: Business offices; accounting firms; chemical companies; advertising firms; engineering firms; hospitals; clubs.

Southern Methodist: Engineering and industrial firms; city, county and state Governments.

b. "Co-op" Students in College Jobs

None of the cooperative colleges place more than a few work-study students in positions with the school.

At Detroit, a few students are placed as laboratory assistants. At Fenn, several work in the information office, on building operation jobs, etc. A few students at Southern Methodist have mechanical and electrical maintenance jobs in the department of building and grounds. Georgia Tech employs some students as assistants to heads of departments. At the University of Omaha, a number of work-study students have positions in the library, and in stenographic and clerical jobs.

Drexel, Louisville and Armour employ no work-study students.

VI. Number and Location of Cooperating Firms

The number of firms employing work-study students is variable, running from 21 at Akron to 384 firms which cooperate in the Antioch plan. In some instances the cooperating firms are near the college campus, in others scattered widely through many states.

Akron: Students are employed by 21 firms -- all within a fifty-mile radius of Akron.

Antioch: 384 firms employ students. During the school year, students work in twenty states throughout the Middle West, South and along the Atlantic coast. During the summer, students work in 28 states.

Armour: 88 firms employ students. These are chiefly in the Chicago area, though some are in Peoria, Rockford and Moline.

Cincinnati: 310 firms cooperate with the University. These are lo-

cated in such widely separated cities as Chicago, Pittsburgh, Rockford, Detroit, Cleveland, Rochester, New York City, Newark, Baltimore, St. Louis, Chattanooga, Knoxville. 30 per cent of the entire student body is employed in industries in the students' home states.

Detroit: Students are employed by 65 firms located in the metropolitan Detroit area.

Drexel: Students are placed with approximately 175 firms located in Pennsylvania, New York, Maryland and Washington, D. C.

Fenn: 150 firms employ students. Of these, 95 per cent are in northern Ohio.

Georgia Tech: Students are employed by about 125 firms throughout the Southeast, from Texas to Pittsburgh.

Louisville: Of 41 firms employing students, the majority are within a fifty-mile radius of Louisville. One is in Trenton, N. J., one in Milwaukee, two in Kentucky, two with TVA at Wilson Dam, one in Cairo, Illinois.

Omaha: All work-study jobs are with Omaha firms.

Southern Methodist: 30 firms employ students. Of these, 25 are in Dallas; five are in other parts of Texas.

Location in or near an industrial or commercial area is regarded as important for the effectiveness of the cooperative plan:

Akron: "The cooperative plan is not practicable unless the college is located in an industrial area."

Antioch: "The scatter of our students influences to some extent the scatter of our employer relations."

Armour: The institution is located in a good area for industry and business (Chicago).

Detroit: Detroit is an industrial center and a variety of employment is available in normal times.

Drexel: The Institute is located in a large industrial and commercial area, which is excellent for cooperative courses.

Georgia Tech: "Loyal and cooperative people dominate the South. However, the companies admit that they get value received from cooperative students."

Louisville: The location of the University is good. Louisville is a center of varied industry.

Omaha: Since Omaha is a city of metropolitan class, it is possible to place work-study students with many local firms. The University is a municipal institution; therefore, students are for the most part local residents. Omaha employers are for this reason quite willing to cooperate.

Southern Methodist: The institution is located in an industrial district which is capable of using students and graduates. "This is important in any cooperative undertaking."

Summary

Colleges and universities now assume a much greater responsibility for helping students find work than formerly. This addition to the services provided by colleges continues the old purpose students had in working to earn money for partial or complete self-support while in college. It now often includes a further goal -- education through work experience, viewed as complementary to traditional academic training.

Students are employed by most colleges and universities for certain types of work within institutional walls. Some have added factory units and work projects, operated as a means of making more work available to students to help defray college expenses. A third group of colleges has adopted a system of work in cooperating industrial and commercial firms and study in the usual tradition, designed not only to help the student financially, but especially to enable him, during his student days, to derive from normal industrial or commercial work the educational values inherent in such work.

The growing educational significance of this work experience in college and university programs is further indicated by the summary, "Educational Significance of Work," in "College Projects," p. 68.

The authors, Dr. Fred J. Kelly, chief of the division of higher education of the Office of Education, United States Department of the Interior, and Ella B. Ratcliffe, chief educational assistant in the division of higher education of the Office of Education, conclude of factory work projects operated by colleges and those which reduce the cost of student living: "Whether they will persist after the depression will depend mostly upon whether the colleges believe they have educational significance as well as money-earning possibilities."

SURVEY OF COOPERATIVE COLLEGES

The purpose of this study is to gather some facts about college programs which combine academic training with industrial-commercial experience. This is sometimes referred to as "cooperative education" or education on a "work-study plan."

In order that those who answer these questions may have the same idea about the meaning of some of the terms employed, it seesm wise to define one or two of them. "Work-study" or "cooperative education" is defined as employment scheduled under a definite administrative plan for the purpose of increasing student knowledge. It is not merely part-time employment or a schedule of alternate periods of work and study. "Part-time employment" is defined as work of any kind to help a student finance his college education. A third type of work often carried on by college employment bureaus is placement service for seniors and graduates or for those leaving an institution before graduation.

This survey is undertaken at the suggestion of and for use by the Nebraska State Planning Board. The University of Omaha has been assigned to the study by Committee No. 2, of which Dr. Fred J. Kelly, chief of the Division of Higher Education in the Office of Education, Washington, D. C., is chairman.

If you have published bulletins describing the work program at your institution, please attach at least two copies of the most recent issues.

Many of the following questions can be answered by checking the blanks at the right. Will you please fill out the questionnaire and return to me by March 21?

Royce West
Assistant to the President
University of Omaha

1. Name of college or university ______________________________
   Total number of students registered (first semester, 1938-39):
   Men ____________________ Women ____________________
   Your name ____________________ Title ____________________

2. Have you a program for helping students find work? Yes ____ No ____

3. What is the purpose of this program?
   (1) To help students pay tuition and other college expenses (1)____
   (2) To help students explore vocational fields in which they are interested and test their ability in these fields (2)____
   (3) To help students get work experience (3)____
   (4) To help in the transition from college to work (4)____
   (5) Other purposes (5)____

4. How is the operation of your student work program financed?
   (1) General budget ______
   (2) Special endowment ______
   (3) Student fee ______
   (4) Employer's fee ______
   (5) Other methods ______

5. Does any department operate on a work-study basis, even though the plan has not been adopted for the entire institution? Yes____ No______
   If so, give brief description.

THIS SECTION OF THE QUESTIONNAIRE APPLIES CHIEFLY TO INSTITUTIONS WHICH OPERATE ON THE WORK-STUDY OR COOPERATIVE PLAN.

6. When were the following introduced in your institution?
   (1) Student employment service ______
   (2) The cooperative plan, in any form ______

7. I. Staff engaged in arranging work for students on the cooperative plan. Such persons are sometimes called "coordinators."

Name	Title	Other Duties

   II. Have these persons had special training for this work? Yes___ No___
   If so, please give description.

8. I. Do you help each student plan his course of study according to the type of work he is doing? Yes____ No____
If so, how is this done?

II. Do you arrange for coaching the student at his job, to help him derive educational value from his work experience? Yes____ No____

9. I. When is a student first eligible to take part in the cooperative program?
(1) Upon entering ____
(2) End of first semester ____
(3) End of first year ____
(4) Other ____

II. Under what further conditions is the student eligible?
(1) Scholarship ____
(2) Experience ____
(3) Need ____
(4) Aptitude Tests ____
(5) Other ____

III. Is the cooperative program open to
Men students________ Women students________

10. What types of work are most commonly available for students on the cooperative plan?

(1) Work done for college or university (list)

(2) Work done for employers other than college or university but obtained through college placement bureau (list)

(3) Work done for employers other than college or university and obtained by students themselves (list)

II. I. Approximate number of students in your institution who are employed:

Men ____________ Women ____________

Percentage of student body which is employed:

Men ____________% Women ____________%

II. Number of students taking part in work-study program:

Men ____________ Women ____________

Percentage of student body taking part in work-study program:

Men ____________ Women ____________

12. What proportion of jobs held during student days leads to permanent employment after college?

(1) Part-time jobs ____

(2) Work-study jobs ____

13. Is your work-study program linked in any way to the course of study? Yes____ No______

If so, how?

14. What are the requirements of a job to be included in the cooperative programs?

15. I. Does your cooperative program use the alternating plan, that is; pairing students in alternate periods, one to study in college while the other works? Yes_____ No_____

II. If so, what is the length of the period?____________________

III. Do you use this plan exclusively? Yes_____ No_____

IV. On what calendar plan do you operate?
(1) Semester _____
(2) Quarterly _____

16. I. How does your location or constituency influence your work-study plan?

II. How many firms employed students from your institution in 1937-38? Please indicate their geographical distribution.

III. Do you operate factories, farms or other special projects to provide
(1) Money-earning opportunities for students Yes_____ No_____
(2) Educational work experience Yes_____ No_____

17. In which departments, divisions, colleges, etc., is the cooperative plan used:
    (1) Agriculture ______
    (2) Architecture ______
    (3) Business Administration ______
    (4) Engineering ______
    (5) Home Economics ______
    (6) Liberal Arts ______
    (7) Science ______
    (8) Others ______

18. I. Is participation in the cooperative plan required for a degree at your institution? Yes______ No______

II. Is a satisfactory work record a degree requirement? If so, how is this determined? Yes______ No______

III. Under the cooperative plan, do you grant college credit for work on outside jobs? Yes______ No______
If so, on what basis?

IV. Is a work record certificate issued? Yes______ No______
If so, when?

V. Does your cooperative program include provision for working students to carry college courses
    (1) In the evening Yes______ No______
    (2) Through home study or correspondence courses
    If so, in what departments? Yes______ No______

VI. What effect has the work-study plan on the length of the college course?

19. Is your summer program of courses planned with reference to students on the cooperative plan? Yes____ No____
If so, how?

20. Are students on the cooperative plan eligible for student activities, including athletics? Yes____ No____

21. Do you employ contracts or agreements with
(1) Employers Yes____ No____
(2) Students Yes____ No____
If so, please attach forms.

22. Do questions of relations with labor organizations arise? Yes____ No____
If so, please describe them and how they are met.

23. How are the students on the cooperative plan paid?
(1) Experience, no cash payment ____
(2) Apprentice wage ____
(3) Prevailing wage ____
(4) Other ____

24. If students withdraw (in good standing) in the middle of a term to take a work-study position, what adjustment in credits is allowed the student for fractional parts of courses?

25. Has the cooperative plan caused any changes in course organization in your institution? Yes___ No___
If so, what are the major changes?

26. Can you provide comparative data on the placement after college of students who have taken part in the cooperative plan and those who have not, for identical years?
(1) Men

(2) Women

27. Unique features. Please describe any unique or outstanding features of the work-study program at your institution.

28. Plans for development. Please outline here any projected development of the cooperative program at your institution about which the Nebraska State Planning Board should be informed.

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UNIVERSITY OF ILLINOIS
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NEBRASKA STATE PLANNING BOARD
NEBRASKA EDUCATIONAL SURVEY
1939

A SURVEY OF VOCATIONAL EDUCATION IN THE SECONDARY SCHOOLS OF NEBRASKA

REPORT TO STUDY COMMITTEE NUMBER 2
by
A. B. Calvert
Principal Crete High School
Crete, Nebraska

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A SURVEY OF VOCATIONAL EDUCATION IN THE SECONDARY SCHOOLS OF THE STATE OF NEBRASKA

From the vast amount of materials that have been pouring into my office from the various committees, I know that if this report is to be considered at all it must be brief and timely.

The problem to study is that of the existing vocational training and work programs in the secondary schools of Nebraska, with a review of what is being done in other states.

Dr. Boucher in his report gave a very fine analysis of vocational trends in schools of other States. We will thus confine this report to the State of Nebraska.

There are three types of program in use in Nebraska at the present time that will draw consideration--agricultural education, home economics education, and trade education.

AGRICULTURE

There are three types of classes in vocational agriculture in our State.

A. Adult classes in agriculture giving systematic instruction to adults who have already entered the vocation of farming are held in 14 different towns in Nebraska. Last year 373 adult farmers were enrolled. The course has for its purpose the educating of farmers in methods of farming, keeping them up to date in regards to modern methods of handling agricultural problems.

B. Young Farmers' classes in vocational agriculture are set up in 30 towns. These classes are attended by young men who are not regularly enrolled in school. These classes offer suitable schooling between the ages of 14 and 25. Many of the boys who have dropped out because the regular courses offered in school did not seem to meet their needs are taking this course. There are 631 boys enrolled for the last school year.

C. High School agriculture departments are by far the most numerous as there are 89 in Nebraska. The boys learn by doing, through direct participation in the activities of the class room, laboratory, barnyard, farm home and field. The old approved and well established farming procedures, supplemented by the newer scientific methods in crop production, animal husbandry, farm mechanics and general farm management are studied and put into practice by the future farmers enrolled. Courses for two, three, or four years may be offered. There are 2891 boys enrolled for the last school year.

There is no question but what vocational agriculture is being very well taken care of in the communities providing for it. The boys who take the course are trained not only to take over jobs which are on the farm it-

self, but many related jobs which are connected with agriculture. In the last few years many parents have discouraged their children from staying on the farm. When the boy comes to high school he often commits himself as being determined never to go on the farm when through school. When the boy can be persuaded to take the course, very few are found who do not find new interests and possibilities on the farm. It is the writer's conviction that many farmers of a fine type are saved for our State through the agricultural courses. Nebraska's problem is to spread the use of vocational agriculture into the numerous communities not having it.

HOME ECONOMICS

Homemaking training should be an essential part of the general education of every girl. Courses on the vocational level are at least two years in length. They are planned to give the girls training in the homemaking responsibilities they should be carrying at the present, and to lay a foundation for a continued development in home making interests and abilities. Vocational home economics courses include units in social and family relationships; personal hygiene; food preparation on the meal basis; clothing selection, construction and care; and child care and development. There are 74 schools in the State that now have vocational home economics courses and they reach some 3,286 girls with their program.

In as much as some 90 per cent of our girls marry, it would follow that the above mentioned courses have a universal appeal to the needs of high school girls.

TRADE COURSES

A new type of vocational course is being introduced into our secondary schools in Nebraska. It plans to fit together a trade apprentice course with correlated school subjects. This course has been in operation only a year and yet it shows tremendous possibilities. Eight towns in Nebraska are now using this plan. The towns are Arapahoe, North Platte, Omaha, Sidney, Crete, Fairbury, Kearney, and Lincoln.

In this plan the learner is placed on a job with some employer in the local town who has the necessary equipment on which the youth may learn the skills of the occupation. He works on this job one half day and during the other half day returns to school. Here he receives technical instruction pertaining to the job or occupation for which he is being trained. That is one of the most efficient methods of training Nebraska young people for jobs because all of the equipment and one half of the instruction is supplied by some local employer. School boards in small towns cannot afford to buy costly equipment for training only one or two persons in each trade. This plan is therefore the only one possible in which the youth of the small town may receive trade training and live at home.

The possibilities of this course seemed to the writer to be far reaching. Questionnaires were sent to the schools having the program in operation. The answers were tabulated and will be found at the end of this report. The cities were listed as town No. 1, 2, etc. and the answers that each town gave will be found under each question.

To question 26--"How has the program been received by the Community?" it is to be noted that every town reports a favorable reception. It is evidence that the general public in Nebraska recognizes and is ready to accept a type of school training that will prepare boys and girls for vocations on a plan of mutual responsibility. There is no question--the public is ready for a change in our educational curriculum.

Question 5 brings light on the types of trades and vocations that are participated in by the schools considered. It is interesting to note that 43 different types of training were mentioned. This means that the course has no narrow restrictions in the type of thing that can be gained from it. We will all agree that this has real merit.

To make this type of program a success it is going to be necessary to train coordinators so that they might give maximum results when on the job. It is my opinion that courses are going to have to be set up in our own State University--yes perhaps even a college organized with the purpose in mind of training teachers.

A SUMMARY OF REPLIES TO QUESTIONNAIRE
BY TOWNS CONDUCTING A TRADE PROGRAM

1. How many enrolled in your placement program?

City No.	Boys	Girls
1	5	
2	8	
3	15	6
4	16	3
5	8	8
6	25	2
7	17	3
8a	36	
8b	45	90
Total	175	108

2. Minimum age requirement:

City No. 1	none
2	16
3	16
4	16
5	16
6	16
7	16
8a	none
8b	

3. Minimum grade requirement:

City No. 1	11
2	12
3	11
4	11
5	12
6	11
7	10th if 16
8a	11
8b	11

4. Who decides this age and grade requirement?

City No. 1	Principal
2	Board of Education
3	School
4	Coordinator and superintendent
5	School
6	The age is set by the federal requirements and the grade automatically falls in line.
7	Law and State Vocational Department.
8a	Principal
8b	Coordinator

5. What trades are being participated in at the present time?

City No. 1	Auto Mechanics, Shoe repair, Salesmanship, Electricity.
2	Printing, Electrician, Auto Mechanics.

3. Auto Mechanics, Electrical, Cook, Bakery, Printing, Meat cutter
4. Welding, Shoemaking, Iron Works, Mills, Lumber Yard, Radio, Electric Shop, Seamstress, Filling Station, Mechanic, Morturary.
5. Draftsman, Stenographer, Bookkeeper, Window Dresser, Photographer, Carpenter.
6. Auto Mechanic, Parts Department attendant, Service Station attendant, Baking, Plumbing, Cleaning and Dyeing, Watch repair, Retail Shoe sales, Dry Goods, Printing, Photography, Furniture, Air conditioning and Refrigeration. Body and Fender Repair, Wholesale Groceries, Battery Service, Radio Service.

7. Auto Mechanics, Printing, Service Station, Grocery Clerk, Hardware Clerks, Lumber Yard Clerks, Drug Clerks, Waitress, Coal and Feed Store Clerks, Motion Picture Operator, Plumbers, Furniture Repair and Upholstery.
8a Electrical work
8b Thirty-seven different stores.

6. In what distributive occupations are pupils being trained?
   1. None
   2. Grocery Retailing and Drug Retailing.
   3. Sales, Grocery, General and Variety; Radio
   4. Department Stores, Shoe Sales, Clothing
   5. Shoe Salesman, Clothing Salesman, Hosiery Sales Clerk, Ladies Ready-to-Wear Sales Clerk, Piece Goods Sales Clerk
   6. None
   7. Service Station Sales, Grocery, Drug, Hardware
   8a Motor winding, house and power wiring
   8b Retailing selling

7. Is related technical information available in all trades and distributive occupations listed?
   1. In most of the trades
   2. Information is available in all of the above with the exception of drug retailing.
   3. Cook, material limited.
   4. Available to a certain extent only in distributive field
   5.
   6. Yes
   7. Yes
   8a Yes
   8b Yes

8. How are the workers chosen?
   1. By the Principal of High School.
   2. Candidates are selected by the coordinator but final choice is by the employer.
   3. Coordinator and Employer. Final decision up to employer.
   4. Selected by Co-ordinator
   5. Fill out questionnaire first. They are then interviewed

by counselor. Recommendations from various teachers are secured. Best prospects are then interviewed again. Parent is interviewed. Two or three of best prospects are sent to apply. Employer makes own choice from those sent.

6. The workers are finally chosen by the employer, after interviewing several candidates. First he selects student from the school records, personal traits, and scholastic rating, etc.
7. 1. Probably not going to college. 2. Worthy type of person. 3. One liking and ability for occupation. 4. Selected by the employer.

8a By own choice co-operation. Parents and school

8b By application; with scholarship, citizenship and personality; physical characteristics; I Q

9. Who has the final say in choosing the workers (shool or employer)?

1. School but employer need not take a student
2. Employer
3. Employer
4. Employer
5. Employer
6. This is done in a co-operative manner
7. Eligible list to employer--he selects

8a School

8b Coordinator

10. What salaries are paid these students?

1. None at first
2. \$1.50 to \$2.50 for part time; \$4 to \$8 for full time.
3. Limited Wages
4. \$1 to \$3 per week
5. Varies from \$1 to \$7 per week
6. \$2 per week to \$9 per week
7. From \$2 to \$5 for about 20 hours per week

8a Minimum \$3 per week

8b About 15¢ an hour (average)

11. How is pay determined?

1. By employer
2. Whatever a beginner in that field would secure
3. Employer
4. \$1 Minimum, Raises up to Employer
5. Depends on work
6. After the student proved himself productive. We have not demanded any set amount. A little pay will avoid criticism
7. Actual value to employer when time put in training is considered.

8a Custom

8b By length of time

12. Is a salary schedule set up at the beginning of the course?

1. No
2. Not per week

3. Not necessarily
4. Minimum $1, Maximum $3.
5. No
6. No. After a student has become productive he is to be paid in accordance with his ability to earn.
7. No
8a Yes
8b Only minimum

13. How much credit does the high school offer toward graduation for this type of work?

1. 3 Credits
2. 4 out of 32 required for graduation
3. Two credits per semester through 11-12 grades
4. 2 credits per year on basis of 16 to graduate
5. 1 credit
6. Two credits for 2 periods per day related subject
7. 10 hours credit for 2 periods per day related subject
10 hours credit for 3 hours per day on job.
8a 3/4 credit prepared subject
8b Laboratory credit-two hours for two years

14. How much time per week is spent on related work in school?

1. 130 minutes per day
2. 10 hours
3. 10 hours
4. 1 hour 40 minutes
5. Varies
6. 2 periods each day each class spends 5 periods each week we have two classes
7. 10 hours
8a 10 hours
8b 3 hours

15. How much time is spent on the job?

1. 3 hours each day
2. Minimum of 25 hours per week
3. 15 hours plus
4. 15 hours per week minimum
5. At least 15 hours
6. Not less than 25 hours weekly including Saturday
33 hours
7. 15 hours at least not including Saturday or Sunday
8a 24 hours week
8b 3 clock hours required.

16. Does the school furnish the textbooks and references for class?

1. Yes
2. Yes. School does not furnish work books
3. Yes
4. Yes
5.
6. Yes
7. Yes
8a Yes
8b Yes

17. Is Co-ordinator employed full time or part time?
    1. Part time
    2. ½ time
    3. Part time
    4. Part time
    5. Part time
    6. Part time
    7. Full time 10 months per year
    8a Part time
    8b Full time

18. Does Co-ordinator have other high school work--if, what?
    1. ½ time co-ordinator-Principal of high school-teaches 3 subjects
    2. Teaching industrial arts
    3. Shop and mechanical drawing classes, athletics
    4. 3 classes, business arithmetic, bookkeeping, orientation
    5. Teacher of vocational guidance
    6. Teaches 2 periods of related and two mechanical drawing depends upon your set-up the demand of your program.
    7. I have two diversified groups above described. One at Havelock High School and one at Lincoln High School. I also do placement of high school day Smith-Hughes Trade class grads and supervise all evening school classes of apprentices
    8a Teaches 6 periods per day
    8b No

19. Is Co-ordinator employed nine or twelve months per year?
    1. 9
    2. 12
    3. 9
    4. 10
    5. 9
    6. 9
    7, 10
    8a 9
    8b 9

20. How many years trade experience have the Co-ordinator?
    1. None
    2. None
    3. 2 years trade program
    4. 2
    5. 5
    6. 13 years
    7. 6 auto--1 carpentry
    8a 21
    8b About 6 years

21. Does your school have a day trade class? (Smith-Hughes)
    1. No
    2. No
    3. Vocational agriculture, home economics

4. Vocational agriculture
5. No
6. Only in agriculture
7. Four trades
8a Yes
8b Yes

22. Has evening trade school been conducted? In what?

1. No
2. Yes, show card and window decoration
3. No
4. Yes, mechanics
5. Not recently. Adult classes in varied subjects
6. No
7. Yes, auto-carpentry--electricity-printing-machine shop
8a Yes, electricity
8b No

23. Are there good possibilities for evening school in your community?

1. No
2. Yes
3. Yes
4. Yes
5. Yes
6. Yes
7. Yes
8a Yes
8b Yes

24. What is the population of your town?

1. 1,000
2. 3,000
3. 3,361
4. 7,000
5. 16,000
6. 15,000 to 20,000
7. 80,000
8a 220,000
8b 220,000

25. What is the enrollment of your high school (four upper classes)?

1. 128
2. 300
3. 290
4. 550
5. 1,000
6. 900
7. 2,800 Lincoln High School, 400 Havelock
8a 3,456
8b about 3,800

26. How has the work been received by the community as a whole?

1. Very good
2. Favorably

3. Favorably
4. Very well
5. We are just getting started but so far it has been very well received
6. Very well indeed-splendid co-operation on the part of all concerned
7 Lincoln proper, with interest-Havelock-with enthusiasm
8a Very well
8b Yes

27. What do the employers think of the work?
    1. Very good
    2. All employers are well pleased
    3. Very worthwhile
    4. 100% for it
    5. All have been well satisfied
    6. From interview they believe it is the only program for the 85 per cent
    7. Willing to give it a trial--Really co-operating--Some are enthusiastic
    8a Majority like it
    8b Very favorable toward it

28. Have you had any cases of exploitation of boys or girls?
    1. No
    2. No
    3. None
    4. No
    5. No
    6. No
    7. One; in a print shop. Boy spent 9/10 of his time doing house painting and cleaning windows, making gardens for 5¢ an hour
    8a No
    8b Very few in nineteen years

29. What other occupations in your city would be suitable for training, and what would be the length of time required to train for these jobs?
    1. Salesmanship in many lines--1 year
    2. Service Station--2 years; miller--4 years; blacksmith--1 year; welding--4 years; plumber--4 years; carpenter--4 years; bricklayer--4 years; concrete--2 years; diesel electric--4 years; meter (water & light) 2 years; radio repair--4 years; retail selling, unknown
    3. Building trades, plumbing 2 years
    4. Beauty and barber work, railroad shops
    5. Auto mechanics, electrician, printer, baker, machinist, all kinds of distributive jobs
    6. We have almost reached our limit, only those jobs that run yearly can we use
    7. Sales positions; baking; auto mechanic; auto electricity; air conditioning; machinist; shoe repair; meat cutter; sign painter; window decorating and bookbinding
    8a I don't know
    8b Factory sewing, stenography, bookkeeping

30. What would be an average class for a full time co-ordinator?
    1. 10-15
    2. Minimum 20, Average 30, Maximum 40.
    3. 20
    4. There is no measuring scale
    5. I don't know
    6. 35
    7. 15
    8a 52
    8b 30

31. How many different trades or occupations could one co-ordinator care for?
    1. Full time he could care 10-12
    2. 10-12
    3. Several
    4. 10-15
    5. I don't know
    6. He can handle any number, but cannot be expected to teach the related subjects
    7. He is supposed to care for any number - 2 have 13
    8a One
    8b Would depend on number

32. Would you recommend a course in high school starting with ninth grade and preparing for a vocational education? If not, what grade:
    1. 11th Grade
    2. Would advise prep. courses starting in the 9th grade
    3. 11th
    4. Prevocational should start in 9th (to work should be 16 to assume responsibility)
    5. I doubt it in this community
    6. No they are too young and not stable in their decisions, I prefer older students in 11th and 12th
    7. Not before 11th for part-time. 10th for Smith-Hughes day trade
    8a Yes
    8b Prevocational

33. What per cent of your last high school graduating class went to college?
    1. About 10 per cent
    2. 25 per cent extra high as Crete is a college town
    3. 17 per cent
    4. 15 per cent
    5. About 40 per cent
    6. 13 per cent, they figure was up to 23 per cent, changes with the times
    7. 49 per cent
    8a 5 per cent
    8b None

34. What per cent of it are taking further training?
    1. None
    2.
    3. 1 per cent

4. 2 per cent
5. 7 per cent
6. I do not know
7.
8a 35
8b None

35. What per cent are employed?
1. 50 per cent
2. 25 per cent
3. 40 per cent
4. I do not know
5. About 25 per cent
6. 25 per cent
7.
8a 75 per cent in electricity
8b Almost 100 per cent

36. What per cent are in jobs that the high school could help train?
1. 50 per cent
2. 12 per cent
3. 40 per cent
4.
5.
6. 10 per cent
7.
8a 75 per cent
8b

37. Do you have organized labor in your town ?
1. No
2. No
3. No
4. Yes
5. Some but not a great deal
6. Railroad, barbers, and musicians, only
7. Yes in some trades
8a Yes
8b Yes

38. What is their attitude toward this type of training?
1.
2.
3.
4. Not satisfied with the salary but are in accord with plan.
5. Don't know
6. Favorable. This type program must have sincerity on the part of all concerned-schools, employers, and parent and students.
7. No objection though they haven't had to cope with to any great degree.
8a Good
8b Seems favorable.

39. What suggestions would you make for improving the program?

1. Our greatest trouble lies in lack of employment after course due to condition of county.
2. Development and organization of better and more related information.
3.
4. It all takes time to learn-experience is the best teacher.
5. Federal program is not broad enough. It should be broadened out to include a wider variety of occupations.
6. Indenture the student of 3 years and set up a salary basis and technical training study in related subjects as an aid toward self improvements as a worker.
7. Put technical related instruction under supervised correspondence study where feasible.

8a Increase night and summer schools.

8b

40. How can Nebraska better meet the vocational needs, preparation and satisfactory placement of her youth?

1. We prepare them for the job but can not always place them but not only the youth are unemployed in our town.
2. I would recommend a state subsidized trade school. Having the same standing as the teachers college but not grant degrees.
3.
4. By giving training in occupations and trades which will equip youth for life, not college.
5. I believe we need a broader program of guidance beginning in junior high school and continuing through senior high school and college. This should include mental and aptitude testing. Pupils obviously not fitted for certain occupations should be discouraged from going into that type of work. A broader program of co-operative training such as is being started should be developed. Pupils who do not go on for advanced training in college or technical school should be given a type of vocational training suited to their interest and abilities. Pupils should be kept in school as long as possible. To do this some of our schools are going to have to be reorganized.
6. Train for better citizenship, provide training in connection with a specific occupation. Teach youth the demands made by industry for entering employment. Include the fundamentals necessary for a better and more purposeful regulation of his affairs. It seems to me since the majority of our graduates, 85 per cent enter some kind of employment. The schools should include, in their program, such subject matter, that will help the individual in seeking employment, better meet the demands and further hold a job after being employed character traits plus subject material.
7. Find out what the needs are--provide training to meet the needs. We believe the George Deen Act--part time occupa-

tional training is the answer.

8a Survey jobs, place survey information in hands of the student, conduct continuation schools, indenture apprentices.

8b

QUESTIONNAIRE

TO CO-ORDINATORS OF TRADE PROGRAMS:

Nebraska's State Planning Board, created by our unicameral legislature two years ago, has set up a large educational committee to guide it in recommending legislation for our state educational buildings program. This educational committee, under the leadership of Dr. Fred Kelly of the United States Office of Education, has organized into many sub-committees and is making numerous surveys and studies, looking toward a ten-year program in its recommendations. Doubtless more definite work should be done in preparing youth for employment and satisfactory vocational adjustment. Will you please assist the State Planning Board by furnishing the information on the enclosed questionnaire?

CITY____________________ CO-ORDINATOR____________________

1. How many enrolled in your placement program? Boys________Girls________
2. Minimum age requirement____________________
3. Minimum grade requirement (10th, 11th, 12th)____________________
4. Who decides this age and grade requirement?____________________
5. What trades are being participated in at present? List____________________

____

____

____

____

6. In what distributive occupations are pupils being trained? List________

____

____

____

____

7. Is related technical information available in all trades and distribu-

tive occupations listed? If not, please list.______________________

____

____

____

8. How are the workers chosen?____________________________

____

____

____

9. Who has the final say in choosing the workers (school or employer)?____

____

10. What salaries are paid these students?___________________

11. How is pay determined?______________________________

12. Is a salary schedule set up at the beginning of the course?_________

____

13. How much credit does the high school offer toward graduation for this type of work?_________________________________

14. How much time per week is spent on related work in school?_________

____

15. How much time is spent on the job?_______________________

16. Does the school furnish the textbooks and references for class?______

____

17. Is co-ordinator employed full time or part time?______________

18. Does co-ordinator have other high school work____if, what? List duties

____

____

19. Is co-ordinator employed nine or twelve months per year?__________

20. How many years trade experience has the co-ordinator?____________

21. Does your school have a day trade class? (Smith-Hughes)__________

22. Has evening trade school been conducted?__________In what?____________

____

23. Are there good possibilities for evening school in your community?____

24. What is the population of your town?______________________________

25. What is the enrollment of your high school (four upper grades)?______

26. How has the work been received by the community as a whole?__________

____

27. What do the employers think of the work?____________________________

____

28. Have you had any courses of exploitation of boys or girls? Give number and illustration____

____

29. What other occupations in your city would be suitable for training, and what would be the length of time required to train for these jobs?

____

____

30. What would be an average class for a full time co-ordinator?__________

____

31. How many different trades or occupations could one co-ordinator care for?____

32. Would you recommend a course in high school starting with ninth grade and preparing for a vocational education? If not, what grade?________

____

33. What per cent of your last high school graduating class went to college?____

34. What per cent of it are taking further training?______________________

35. What per cent are employed?____

36. What per cent are in jobs that the high school could help train?______

37. Do you have organized labor in your town ______________________

38. What is their attitude toward this type of training? ______________

____

____

39. What suggestions would you make for improving the program? __________

____

40. How can Nebraska better meet the vocational needs, preparation and satisfactory placement of her youth? ___________________________

____

____

MAIL TO PRINCIPAL A. B. CALVERT, CRETE HIGH SCHOOL, CRETE, NEBR.

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NEBRASKA EDUCATIONAL SURVEY

REPORT OF STUDY COMMITTEE NUMBER 5

ON

WHAT ARE THE EDUCATIONAL REQUIREMENTS, THE NUMBER ISSUED,

AND

WHAT INSTITUTIONS PREPARE APPLICANTS FOR TEACHERS CERTIFICATES?

DOES THE SUPPLY EQUAL THE DEMAND?

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TO THE NEBRASKA STATE PLANNING BOARD

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STATE OF NEBRASKA
DEPARTMENT OF PUBLIC INSTRUCTION
LINCOLN, NEBRASKA

Letter of Transmittal

Lincoln, Nebraska
May 23, 1939.

Nebraska State Planning Board
State Capitol
Lincoln, Nebraska

Gentlemen:

I submit, herewith, in compliance with your request the report of the Committee on Study Number Five on Teacher Certification, Preparation, and Employment.

Sincerely yours,

W. A. Rosene
Chairman Study 5

19 Aug 42 Li. g

PERSONNEL OF STUDY COMMITTEE NUMBER 5

W. A. Rosene, Chairman	Director of Certification, State Department of Public Instr.	Lincoln
J. T. Anderson	Pres. State Teachers College	Wayne
Sister Mary Bernard	Head of Department of Education College of Saint Mary	Omaha
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C. F. Brommer	Pres. Concordia Teachers Coll.	Seward
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Mother Helen Casey	President of Duchesne College	Omaha
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M. C. Lefler	Supt., Lincoln Public Schools	Lincoln
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Lydia M. Peterson	Hebron College	Hebron
A. A. Reed	Director, Education Extension Division, University of Neb.	Lincoln
A. H. Rulkoetter	President of Union College	Lincoln
Mary Alice Slee	Director of Student Affairs and Activities, York College	York
L. A. Taylor	Director of Teacher Training, Municipal University	Omaha
M. H. Watson	Registrar, Neb. Central College	Central City
F. E. Weyer	Prof. of Educ., Hastings Coll.	Hastings

INTRODUCTION

What are the educational requirements for the several teachers certificates, the number of certificates of each kind issued per year? From what institutions are applicants for certificates graduated? And what are the demands for teachers compared with the supply?

For purposes of presentation, the study has been divided into the following parts:

I. Educational requirements for teacher certification.
II. Training of Nebraska teachers.
III. Supply and demand of teachers.

Part I

Educational Requirements for Teacher Certification.
(Provisions of new certification law effective September 1, 1938)

1. Third Grade Elementary Certificate. (Valid in rural elementary schools)

   Plan I. Graduation from four-year accredited high school, twelve semester hours of college credit, including at least six hours in education courses and satisfactory grades in the seventeen state teachers examinations.

   Plan II. Graduation from the normal training course of an accredited normal training high school and satisfactory grades in the seventeen state teachers examinations.

2. General Elementary School Certificate. (Valid in rural elementary schools)

   Completion of one-year college teacher-training course of study. (32 semester hours, 10 in education courses)

3. Junior Elementary School Certificate. (Valid in elementary grades in all schools)

   Completion of two-year college teacher-training course of study. (64 semester hours, 15 in education courses)

4. Senior Grade School Certificate. (Valid in junior high school and elementary grades in all schools)

   Completion of three-year college teacher-training course of study. (96 semester hours, 15 in education courses)

5. Secondary School Certificate. (Valid in high schools--junior and senior)

   Completion of four-year college teacher-training course of study. (Baccalaureate degree-125 semester hours, 20 in education courses)

6. Administrative and Supervisory Certificate. (Valid for teaching, supervision, and administration in all grades.

   Completion of four-year college teacher-training course of study. (Baccalaureate degree, 125 semester hours, 20 in education courses)

(In addition to meeting the above educational requirements, it is necessary that each candidate for a certificate pass a physical and health examination and that he be recommended to the State Superintendent by the teacher-training institution from which he is graduated).

On the following pages is a complete digest of the new certification law which became effective September 1, 1938, which gives the type, plan, term, schools and grades for which the certificate is valid, and the requirements and renewal requirements for each certificate issued.

How Many New Teachers Are Certificated In Nebraska Each Year?

Table 1, gives a summary of the teachers certificates issued to all graduates of Nebraska teacher-training institutions for the years 1928-1938 inclusive. The certificates are classified as follows:

1. Four-year certificates which qualify for high school work.
2. Two-year certificates which qualify in elementary grades in town and city schools.

3 and 4. One-year and normal training certificates which qualify

CERTIFICATION LAW DIGEST
September 1, 1938

Title	Plan	Term	Where Valid		Requirements Above High School Graduation	Renewal
			School	Grade		
Nebr. Third Grade Elementary Sch. Certificate	One	3 yrs.	(a)	K-8	17 teachers examinations plus 12 semester hours college credit (6) education.	One 9(3)
	Two	3 yrs.	(a)	K-8	17 teachers examinations plus High School Normal Training.	One 9(3)
Nebr. General Elementary School Certificate	Initial	3 yrs.	(a)	K-8	Completion 1-year college teacher-training course.	One 9(2)
	Provisional	3 yrs.	(a)	K-8	39 semester hours including 12 in education 1 year experience in grades K-8.	One 9(2)
	Professional	3 yrs.	(a)	K-8	48 semester hours including 14 in education 3 years experience in grades K-8.	Any No. 9(2)
Nebraska Jr. Elementary School Certificate	Initial	3 yrs.	All	K-8	Completion 2-year college teacher-training course.	One 9(2)
	Provisional	3 yrs.	All	K-8	69 semester hours including 17 in education 1 year experience in grades K-8.	One 9(2)
	Professional	3 yrs.	All	K-8	78 semester hours including 19 in education 3 years experience in grades K-8.	Any No. 9(2)
Nebraska Senior Grade School Certificate	Initial	5 yrs.	All	K-10	Completion 3-year college teacher-training course.	One 9(2)
	Provisional	5 yrs.	All	K-10	99 semester hours including 17 in education 1 year experience in grades K-10.	One 9(2)
	Professional	Life	All	K-10	Baccalaureate Degree, 120 (18) 3 years experience in grades K-10.	Any No. 9(2)Gr.
Nebraska Secondary School Certificate	Initial	5 yrs.	All	7-12	Baccalaureate Degree, 120 (18). Completion 4-year college teacher-training course.	One 9(3)Gr.
	Provisional	5 yrs.	All	7-12	Baccalaureate Degree plus 9(3) Gr. credits 1 year experience in grades 7-12	One 9(3)Gr.
	Professional	Life	All	7-12	Baccalaureate Degree plus 18(6) Gr. credits 3 years experience in grades 7-12.	Any No. 9(3)Gr.

(Continued)

CERTIFICATION LAW DIGEST (Continued)
September 1, 1938

Title	Plan	Term	Where Valid		Requirements Above High School Graduation	Renewal
			School	Grade		
Nebraska Adm. and Supervisory Certificate	Initial	5 yrs.	(b)	K-12	Baccalaureate Degree, 120 (18). Completion 4-year college teacher-training course.	One 9(3)Gr.
	Provisional	5 yrs.	All	K-12	Baccalaureate Degree plus 9(5)Gr. credits 2 years experience as Adm. or Supervisor.	One 9(3)Gr.
	Professional	Life	All	K-12	Masters Degree, major in education 4 years experience as Administrator or Supervisor.	Any No. 9 Grades

Note. This chart reads as follows: The Third Grade Elementary Certificate, Plan I, is valid for a period of three years in Article III schools, in the kindergarten to the eighth grade inclusive. The requirements are, satisfactory grades in the 17 state teachers examinations and 12 semester hours of college credit including 6 hours in education courses. This certificate may be renewed once by presenting 9 additional semester hours of college credit including 3 hours in education.

Gr. stands for graduate credit.

(a) refers to Article III schools.

(b) reads: All schools but Article 25, 26 and 27 schools.

Under the Requirements and Renewal columns, the first figure is the total amount of college hours of credit and the figure in parenthesis is the amount of these hours that must be in education.

All certificates in force when this law takes effect may be renewed once upon application by presenting 9 additional semester hours of college credit including 3 hours in education.

for teaching in the rural schools.

In addition to issuing certificates to those entering the profession, it is necessary for the State Department to issue certificates to persons who come from other states and renewals and certificates of higher rank to those who are already members of the profession in this state. It is encouraging to note that the number of those who completed the four-year teacher-training course has remained constant during the decade and in 1937-1938 represented 26 per cent of the total number of certificates, whereas in 1929 the per cent was 18.

TABLE 1: CERTIFICATES ISSUED TO ALL GRADUATES OF TEACHER-TRAINING COURSES IN NEBRASKA TEACHER-TRAINING INSTITUTIONS BY SCHOOL YEARS 1928-1938

Teacher-Training Course and Certificates	School Years									
	1928-1929	1929-1930	1930-1931	1931-1932	1932-1933	1933-1934	1934-1935	1935-1936	1936-1937	1937-1938
Total	3,478	2,922	2,799	2,584	2,198	2,236	2,318	2,311	2,282	2,329
4 yr. (Baccalaureate Degree)	633	650	653	647	578	559	569	614	615	620
2 yr. (Junior Certificate)	680	560	511	490	387	368	380	347	290	297
1 yr. (General elem. cert.)	640	477	514	505	348	336	292	336	346	341
Normal Trainers (3d Gr. Elem)	1,525	1,235	1,121	942	885	973	1,077	1,014	1,031	1,071

Source: Nebraska State Superintendent of Public Instruction.

Part II

Training of Nebraska Teachers

One measure of the kind of training which the teachers of Nebraska possess is indicated by the number who receive baccalaureate degrees from the respective teacher-training institutions in the state. In Table 2, is given the number that completed the four-year teacher-training course of

TABLE 2: NUMBER OF TEACHERS, GRADUATES OF FOUR-YEAR COURSE (BACCALAUREATE DEGREE) - PREPARED BY STATE AND OTHER COLLEGES AND UNIVERSITIES IN NEBRASKA - SCHOOL YEARS 1928-1938

School	1928-1929	1929-1930	1930-1931	1931-1932	1932-1933	1933-1934	1934-1935	1935-1936	1936-1937	1937-1938
Total	633	650	653	647	578	559	569	614	615	620
Univ. of Nebr.	217	284	301	279	246	186	204	201	197	239
Chadron	22	18	31	32	36	30	34	56	39	48
Kearney	75	71	70	86	63	63	74	85	86	76
Peru	80	111	93	75	88	67	63	79	67	82
Wayne	55	58	71	65	71	78	89	85	95	85
Local & Denominational Coll.	184	108	87	110	74	135	105	109	131	90

Source: Nebraska State Superintendent of Public Instruction.

study in each of the state supported colleges and the other four-year colleges for the past decade.

Attention is likewise called to the number of individuals prepared by the respective teacher-training institutions on the two-year level. These persons teach in the elementary grades, the majority of them in the town and city schools. It will be noted that there has been a consistent decrease in the number of students seeking certificates on the 2-year level.

TABLE 3: NUMBER OF TEACHERS, GRADUATES OF TWO-YEAR COURSE (JUNIOR CERTIFICATE) - PREPARED BY STATE AND OTHER COLLEGES AND UNIVERSITIES IN NEBRASKA - SCHOOL YEARS 1928-1938

School	1928-1929	1929-1930	1930-1931	1931-1932	1932-1933	1933-1934	1934-1935	1935-1936	1936-1937	1937-1938
Total	680	560	511	490	387	368	380	347	290	297
Univ. of Nebr.	82	76	87	47	41	44	34	37	27	43
Chadron	64	44	45	51	48	46	42	27	27	27
Kearney	118	83	85	74	45	45	14	21	18	11
Peru	111	103	72	60	52	39	35	34	23	32
Wayne	153	96	108	102	102	97	113	91	78	83
Local & Denominational Coll.	152	158	114	156	99	97	142	137	117	101

Source: Nebraska State Superintendent of Public Instruction.

The same tendency is apparent in Table 4 which gives the data relative to the certificates which have been issued on the basis of the one year teacher-training course. Most of the holders of these certificates teach in the rural elementary schools. The University of Nebraska does not offer the one-year college teacher-training course of study.

TABLE 4: NUMBER OF TEACHERS, GRADUATES OF ONE-YEAR COURSE (GENERAL ELEMENTARY CERTIFICATE) - PREPARED BY STATE AND OTHER COLLEGES AND UNIVERSITIES IN NEBRASKA - SCHOOL YEARS 1928-1938

School	1928-1929	1929-1930	1930-1931	1931-1932	1932-1933	1933-1934	1934-1935	1935-1936	1936-1937	1937-1938
Total	640	477	514	505	348	336	292	336	346	341
Chadron	40	49	...	46	40	46	45	53	45	36
Kearney	209	124	133	100	70	70	28	85	104	84
Peru	94	91	80	79	54	44	48	51	51	44
Wayne	139	66	197	169	122	114	103	79	78	109
Local & Denominational Coll.	158	147	104	111	62	62	68	68	68	68

Source: Nebraska State Superintendent of Public Instruction.

Table 5A gives the number of teachers employed in the Nebraska public schools in each of the last ten years, while Table 5B gives the results of five studies which have been made for the years indicated regarding the per cent of teachers new to the profession for these years.

TABLE 5A: TOTAL NUMBER OF TEACHERS EMPLOYED IN NEBRASKA PUBLIC SCHOOLS IN THE YEARS 1928-1938

Teachers Employed	1928-1929	1929-1930	1930-1931	1931-1932	1932-1933	1933-1934	1934-1935	1935-1936	1936-1937	1937-1938
All Teachers	14477	14400	14461	14325	14058	13829	13852	13998	13957	13861
Rural Districts	6382	6347	6330	6321	6302	6335	6297	6245	6196	6059
Cities and Villages	8095	8053	8131	8004	7756	7494	7555	7753	7761	7805

Source: Nebraska State Superintendent of Public Instruction.

TABLE 5B: PERCENTAGE OF NEW TEACHERS EMPLOYED IN PUBLIC SCHOOLS IN SCHOOL YEARS IN WHICH STUDIES HAVE BEEN MADE NEBRASKA 1928-1938

New Teachers Employed	1928-1929	1929-1930	1930-1931	1931-1932	1932-1933	1933-1934	1934-1935	1935-1936	1936-1937	1937-1938
All Teachers	.....	19.7	.....	.....	.....	.....	.....	.....	.....	16.3
Rural Teachers	.....	.....	.....	.....	24.1	.....	20.7	.....	.....	19.9

Source: Nebraska State Superintendent of Public Instruction.

The number of students who will qualify for Initial certificates in June 1939 is shown in the following table. In addition to these new teachers, there will be approximately 1,000 normal training graduates who will qualify for the Third Grade Elementary Certificate before September 1, 1929 or a total of 2,200 new teachers for the present year.

TABLE 6: TOTAL ENROLLMENT IN TEACHER COURSES 1938-1939, AND NUMBER OF GRADUATES OF TEACHER-TRAINING COURSES FROM NEBRASKA COLLEGES AND UNIVERSITIES IN JUNE 1939

School	Total Enrollment	Enrolled in Teacher Courses	1-Year Course General Elem. Cert.	2-Year Course Junior Elem. Cert.	3-Year Course Senior Grade Cert.	4-Year Course Bacc. Deg. Sec. Cert.	Total No. of Grad. of Teacher Courses
Total	15,740	4,894	366	238	87	494	1,185
Univ. of Nebr.	6,789	*1,500	...	13	31	157	201
Chadron	455	403	41	17	3	50	111
Kearney	811	650	63	16	4	36	119
Peru	513	452	45	27	8	33	113
Wayne	810	725	116	42	2	54	214
Creighton	2,000	128	...	...	..	16	16
Dana	140	36	12	6	2	2	22
Doane	251	53	...	12	..	13	25
Duchesne	137	15	...	...	3	...	3
Hastings	664	122	15	25	5	35	80

*Approximate number.

(Continued)

TABLE 6: TOTAL ENROLLMENT IN TEACHER COURSES 1938-1939, AND NUMBER OF GRADUATES OF TEACHER-TRAINING COURSES FROM NEBRASKA COLLEGES AND UNIVERSITIES IN JUNE 1939 (Continued)

School	Total Enroll-ment	En-rolled in Teacher Courses	1-Year Course General Elem. Cert.	2-Year Course Junior Elem. Cert.	3-Year Course Senior Grade Cert.	4-Year Course Bacc. Deg. Sec. Cert.	Total No. of Grad. of Teacher Courses
Midland	286	52	13	9	..	24	46
Nebraska Central	88	47	6	8	1	6	21
Nebr. Wesleyan	417	119	4	11	4	19	38
Omaha University	*1,078	170	2	10	8	30	50
Union	418	103	1	2	..	4	7
York	236	108	7	4	4	15	30
Coll. of St. Mary	125	25	1	4	..	..	5
Concordia	81	79	2	4	12	..	18
Hebron	85	16	5	5	..	..	10
Luther	100	38	25	8	..	..	33
McCook	126	25	5	5	..	..	10
Scottsbluff	136	28	3	10	..	..	13

* Day School Enrollment.
Source: Nebraska State Superintendent of Public Instruction.

In the following table is given the number of certificates issued to new teachers and the number of new teachers employed in the years in which studies have been made regarding teacher turnover in the decade 1928-1938. (See Table 5A for the number of teachers employed in the state). The estimates which are given for the present year (1938-1939) are based on studies which have just been completed (May 5, 1939).

During the decade there has been a decrease of around 500 in the number of teachers employed in the state. Nearly 400 of this total has been accounted for in the rural schools. It is indicated from the studies covering teacher turnover and vacancies that at least 1,200 new teachers are required in the rural schools each year and about 2,200 new teachers in all the schools. There has been an average of 2,300 new teachers certificated in each of the past five years. The number for this year will be approximately 2,200.

TABLE 7: NUMBER OF NEW TEACHERS' CERTIFICATES ISSUED AND NUMBER
OF NEW TEACHERS EMPLOYED IN THE TEN-YEAR PERIOD 1928-1938
ESTIMATES FOR THE YEAR 1938-1939

New Teachers	1928-1929	1929-1930	1930-1931	1931-1932	1932-1933	1933-1934	1934-1935	1935-1936	1936-1937	1937-1938	1938-1939*
Certified											
Total	3478	2922	2799	2584	2198	2236	2318	2221	2282	2329	2200
Normal Tr.	1525	1235	1121	942	885	973	1077	1014	1031	1071	1000
Coll. Tr.	1953	1687	1678	1642	1313	1263	1241	1207	1251	1258	1200
Employed											
Total	....	2736	....	....	....	....	....	....	....	2200	2150
Rural	....	....	....	1523	....	1311	....	....	....	1205	1400

*Estimates based on studies just completed by Study Committee Number 5. It is estimated there were 13,900 teachers employed, 6,000 rural teachers and 7,900 city and village teachers during 1938-1939.
Source: Nebraska State Superintendent of Public Instruction.

Part III

What Are The Demands For Teachers Compared With The Supply?

Teacher Supply and Demand

Tables 8, 9, and 10 give the results of a questionnaire which was sent to each of the 93 County Superintendents and to the Principal or Superintendent of each of the 654 schools in Nebraska which have one or more years of high school. The questionnaire was sent out in February, 1939 and gives information regarding the new teachers employed in the public schools of this state for the present school year (1938-1939). The results which are here presented give complete information regarding the rural elementary schools (93 County Superintendents reported out of a total of 93 counties) and information from 609 of the 654 schools. The 45 schools which failed to report are in almost every instance two-teacher rural high schools, the reports from which would change the results very little.

In Table 8, is given the distribution of the 3,909 teachers who were new to their positions at the beginning of the present year. It will be

observed that the rural elementary schools and the high schools account for approximately 75 per cent of the total and the rural schools alone for over 50 per cent of the total.

TABLE 8: TEACHERS, NEW TO THE POSITION, DISTRIBUTED BY SCHOOL LOCATION, ACCORDING TO DEPARTMENT IN SCHOOL SYSTEM NEBRASKA PUBLIC SCHOOLS - YEAR 1938-1939

Item	Grand Total	City and Village					Rural Elem.
		Total	High School	Junior High School	Grammar and Intermediate	Primary	
New Teachers	3,909	1,842	*1,024	160	427	231	2,067

*Includes rural high school teachers.
Source: Reports of City and Village and County Supt. to Study Committee.

In Table 9, divided into parts A, B, C, and D, the educational qualifications of the teachers new to their positions for the school year 1938-1939 are given. It is gratifying to note the number of degree teachers

TABLE 9A: NEW TEACHERS EMPLOYED, BY EDUCATIONAL QUALIFICATIONS, AND BY SCHOOL LOCATION - NEBRASKA PUBLIC SCHOOLS SCHOOL YEAR 1938-1939

Educational Qualification	Total		Location			
			City and Village		Rural	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Total	3,981	100.0	1,842	100.0	2,067	100.0
College						
Four Years (Bacc. Degree)	1,256	32.1	1,201	65.2	55	2.7
Three Years	217	5.6	144	7.8	73	3.5
Two Years	690	17.7	390	21.2	300	14.5
One Year	780	18.1	107	5.8	601	29.1
Normal Training	1,038	26.5	.....	0.0	1,038	50.2

Source: Reports of City and Village and County Supts. to Study Committee.

TABLE 9B: PER CENT DISTRIBUTION BY SCHOOL LOCATION OF NEW TEACHERS EMPLOYED, BY EDUCATIONAL QUALIFICATIONS - NEBRASKA PUBLIC SCHOOLS - SCHOOL YEAR 1938-1939

Educational Qualification	Total	Location	
		City and Village	Rural
College			
Four Years (Baccalaureate Degree)	100.0	95.6	4.4
Three Years	100.0	66.3	33.7
Two Years	100.0	56.5	43.5
One Year	100.0	15.1	84.9
Normal Training	100.0	0.0	100.0

Source: Reports of City and Village and County Superintendents to Study Committee

which were employed and that 2,163 or 55.3 per cent of the total number have two or more years of college preparation. The rural schools employed 1,038 new teachers from the normal training high schools. Referring to Table 1, it will be noted that a total of 1,071 graduates of the normal training high schools received their certificates during the preceding year. There is at the present time a definite need for the normal training program in order that a sufficient number of certified teachers be availa-

TABLE 9C: PER CENT DISTRIBUTION BY GENERAL GROUPING OF EDUCATIONAL QUALIFICATIONS OF NEW TEACHERS BY SCHOOL LOCATION NEBRASKA PUBLIC SCHOOLS - SCHOOL YEAR 1938-1939

Educational Qualification	Total	Location	
		City and Village	Rural
Total	100.0	100.0	100.0
College	73.4	100.0	49.8
Normal Training	26.6	0.0	50.2

Source: Reports of City and Village and County Superintendents to Study Committee.

TABLE 9D: PER CENT DISTRIBUTION OF NEW TEACHERS WITH COLLEGE TRAINING AND BY SCHOOL LOCATION - NEBRASKA PUBLIC SCHOOLS SCHOOL YEARS 1938-1939

Educational Qualification	Total	Location	
		City and Village	Rural
College Trained Teachers	100.0	100.0	100.0
Four Years (Baccalaureate Degree)	43.7	65.2	5.3
Three Years	7.6	7.8	7.1
Two Years	24.0	21.2	29.2
One Year	24.7	5.8	58.4

Source: Reports of City and Village and County Supts., to Study Committee.

able for the vacancies that occur each year.

Table 10, divided into parts A and B gives the type of work in which each of the new teachers employed in the Nebraska public schools in the year 1938-1939 was engaged in the school year of 1937-1938. These tables give the desired information regarding those who were new to the profession at the beginning of the present school year and the number who changed po-

TABLE 10A: NEW TEACHERS EMPLOYED BY TYPE OF EMPLOYMENT IN PRECEDING YEAR BY SCHOOL LOCATION - NEBRASKA PUBLIC SCHOOLS SCHOOL YEAR 1938-1939

Previous Year Employment	Total		Location			
			City and Village		Rural	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Total	3,909	100.0	1,842	100.0	2,067	100.0
Attended School	1,926	49.3	656	35.6	1,270	61.4
Teaching	1,622	41.5	1,084	58.8	538	26.0
Other	361	9.2	102	5.6	259	12.6

Source: Reports of City and Village and County Superintendents to Study Committee.

sitions from the previous year. Practically all of the teachers who were attending school last year are new members in the profession and a large number of those who were neither teaching nor attending school also belong in this class. This would mean that for the present school year somewhere between 2,100 and 2,200 new teachers were required and that between 1,700 and 1,800 other teachers changed positions.

TABLE 10B: PER CENT DISTRIBUTION BY SCHOOL LOCATION OF NEW TEACHERS EMPLOYED BY TYPE OF EMPLOYMENT IN PRECEDING YEAR NEBRASKA PUBLIC SCHOOLS - SCHOOL YEAR 1938-1939

Previous Year Employment	Total	Location	
		City and Village	Rural
Total	100.0	52.9	47.1
Attending School	100.0	40.4	59.6
Teaching	100.0	66.8	33.2
Other	100.0	28.3	71.7

Source: Reports of City and Village and County Superintendents to Study Committee.

Placement of Teachers

The per cent of graduates placed in teaching positions is one criterion of the supply and demand of teachers. The following tables give the number of graduates of the two and four-year courses and the placement of same by the twenty-two colleges and universities of our state for the year September 1, 1937 to September 1, 1938. An unusually high percentage of placement was experienced in this year, several of the schools reporting that all of their teacher-training graduates had been placed in teaching positions. The number of graduates placed outside the state (174 out of a total of 964) indicates that teachers educated in Nebraska are in good demand in the other states.

TABLE 11A: SUPPLY OF TEACHERS PREPARED IN NEBRASKA INSTITUTIONS OF HIGHER EDUCATION - BY RESIDENCE AND BY TYPE OF CERTIFICATE SEPTEMBER 1, 1937 TO SEPTEMBER 1, 1938

Graduates Receiving Diplomas & Degrees	Total		Type of Certificate					
			Two-Year Elementary		Four-Year Elementary		Four-Year Secondary	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Total	1,162	100.0	354	100.0	160	100.0	648	100.0
Residents								
Nebraska	984	84.7	278	78.5	141	88.1	565	87.2
Other	178	15.3	76	21.5	19	11.9	83	12.8

Source: Teacher Placement Directors of Nebraska Institutions of Higher Education.

TABLE 11B: PLACEMENT OF TEACHERS PREPARED IN NEBRASKA INSTITUTIONS OF HIGHER EDUCATION - BY RESIDENCE AND BY TYPE OF CERTIFICATE SEPTEMBER 1, 1937 TO SEPTEMBER 1, 1938

Graduates Placed in Teaching Positions	Total		Type of Certificate					
			Two-Year Elementary		Four-Year Elementary		Four-Year Secondary	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Total	964	100.0	303	100.0	144	100.0	517	100.0
In Nebraska	790	82.0	236	77.9	116	80.6	438	84.7
Outside Nebr.	174	18.0	67	22.1	28	19.4	79	15.3
Nebr. Res.	64	6.6	18	5.9	16	11.1	30	5.9
Other	110	11.4	49	16.2	12	8.3	49	9.4

Source: Teacher Placement Directors of Nebraska Institutions of Higher Education.

TABLE 11C: PERCENTAGE OF TEACHER GRADUATES PREPARED IN NEBRASKA INSTITUTIONS OF HIGHER EDUCATION, PLACED IN TEACHING POSITIONS BY TYPE OF CERTIFICATE - SEPTEMBER 1, 1937 TO SEPTEMBER 1, 1938

Graduate	Total		Type of Certificate					
			Two-Year Elementary		Four-Year Elementary		Four-Year Secondary	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Total	1162	100.0	354	100.0	160	100.0	648	100.0
Placed	964	83.0	303	85.5	144	90.0	517	79.8

Source: Teacher Placement Directors of Nebraska Institutions of Higher Education.

TABLE 12: DISTRIBUTION OF TEACHER PLACEMENT OUTSIDE THE STATE OF NEBRASKA OF GRADUATES OF NEBRASKA INSTITUTIONS OF HIGHER EDUCATION - BY STATE AND BY CERTIFICATES ISSUED - SEPTEMBER 1, 1937 TO SEPTEMBER 1, 1938

State	Total	Type of Certificate		
		Two-Year Elementary	Four-Year Elementary	Four-Year Secondary
Total	174	67	28	79
Illinois	5	3	1	1
Missouri	8	3	1	4
Kansas	10	1	0	9
Iowa	78	38	13	27
South Dakota	18	2	4	12
North Dakota	3	2	0	1
Minnesota	7	1	0	6
Wisconsin	4	2	0	2
Michigan	2	0	1	1
Wyoming	5	3	2	0
Colorado	3	0	1	2
Others	31	12	5	14

Source: Teacher Placement Directors of Nebraska Institutions of Higher Education.

TABLE 13: INDEX OF NEBRASKA BIRTHS, SCHOOL CENSUS, SCHOOL ENROLLMENTS, TEACHERS EMPLOYED, AND AVERAGE WAGES PAID TO TEACHERS FOR YEARS 1923-1938

(Year 1930-1931 is considered one hundred per cent)

School Year	Births*	School Census	School Enrollments				Teachers Employed			Average Wages Paid		
			Total	Grade		High School	Total	Rural	City & Vil.	All Teachers	Rural	City & Vil.
				Rural	City & Vil.							
1923-1924	112.9	99.2	100.8	131.1	92.8	74.1	98.8	114.6	86.4	92.2	96.8	95.5
1924-1925	109.7	98.1	100.4	123.4	92.7	83.9	99.2	110.4	90.5	78.4	96.0	73.5
1925-1926	106.3	98.9	100.8	119.9	94.9	85.8	100.3	109.6	93.1	98.3	104.2	99.0
1926-1927	104.7	98.3	97.6	116.4	89.6	87.7	100.3	107.3	94.8	95.5	99.5	96.3
1927-1928	105.3	99.7	100.4	107.5	99.1	92.9	98.3	101.7	95.7	99.0	99.2	100.1
1928-1929	99.9	99.2	100.1	104.5	99.5	95.0	100.1	100.8	99.6	98.8	99.8	98.4
1929-1930	101.5	100.9	100.1	101.3	100.1	98.4	99.6	100.3	99.0	99.1	100.6	98.8
1930-1931	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1931-1932	94.6	100.1	99.9	98.4	98.5	104.6	99.1	99.9	98.4	97.5	93.9	98.5
1932-1933	88.9	99.9	99.0	96.6	96.6	107.5	97.2	99.6	95.4	85.3	77.2	91.4
1933-1934	94.3	99.4	97.5	92.9	96.2	107.0	95.6	100.1	92.2	58.5	59.7	57.6
1934-1935	87.7	99.0	96.1	88.2	95.6	108.9	95.9	99.5	92.9	68.8	60.5	73.5
1935-1936	89.4	96.6	94.8	83.8	94.2	112.2	96.8	98.7	95.4	69.3	60.6	73.3
1936-1937	83.6	94.2	92.4	78.7	89.5	118.5	96.5	97.9	95.4	71.6	63.1	75.4
1937-1938	84.2	91.1	89.2	74.1	85.8	118.7	95.9	95.7	96.0	74.2	64.9	78.2

*Calendar Year. This year is the second year given in column one.

Sources: Nebraska Bureau of Vital Statistics - Nebraska State Superintendent of Public Instruction.

The totals for each above item for the Sch Yr 1930-1931, which is taken as the base yr, are as follows:

Births (Jan. 1, 1931 to Dec. 31, 1931).	26,610
School census (All children, ages 5 to 20 inclusive as of June 30, 1931).	419,848
Total School enrollment.	324,874
Rural grade school enrollment.	102,125
City and village grade school enrollment.	152,711
High School enrollment.	70,038
Average yearly wage - all teachers.	$1,067.58
Average yearly wage - rural teachers.	$ 765.07
Av. yearly wage - city & vil. teachers.	$1,303.07

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NEBRASKA STATE PLANNING BOARD
NEBRASKA EDUCATIONAL SURVEY
1939

STUDENT MORTALITY IN NEBRASKA
COLLEGES AND UNIVERSITIES

REPORT OF STUDY COMMITTEE NUMBER 3
for Colleges and Universities

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UNIVERSITY OF ILLINOIS
URBANA

NEBRASKA STATE PLANNING BOARD - EDUCATIONAL SURVEY COMMITTEE

STUDY NO. 3A: WHY DO STUDENTS DROP OUT OF COLLEGE?

Thompson, T. J. Chm.	Dean of Student Affairs University of Nebraska	Lincoln
Helmstadter, C. W. Reg.	Municipal University of Omaha	Omaha
Johnson, J. R. Dean	McCook Junior College	McCook
Rouse, Edwin L. Prof.	Chadron Teachers College	Chadron
Weyer, F. E. Dean	Hastings College	Hastings

COLLEGES AND UNIVERSITIES PARTICIPATING IN SURVEY

Chadron State Teachers College
Concordia Teachers College
Creighton University
Dana College
Doane College
Duchesne College
Hastings College
Hebron Junior College
Kearney State Teachers College
Luther College
McCook Junior College
Midland College
Municipal University of Omaha
Nebraska Central College
Nebraska Wesleyan University
Peru State Teachers College
Scottsbluff Junior College
St. Mary of Creighton College
Union College
University of Nebraska
Wayne State Teachers College
York College

Lincoln, Nebraska
September 18, 1939

The Nebraska State Planning Board
State Capitol
Lincoln, Nebraska

Gentlemen:

Your Study Committee on Student Mortality begs leave to submit the attached report:

The time has been too short to make a complete analysis and summary of the results of the data collected. We hope, however, that the results of the study may be valuable in determining the educational needs of the State.

The Study Committee wishes to take this opportunity to express its appreciation for the fine co-operation that has been given it by the Institutions of Higher Learning of the State. We know that it has taken considerable time and effort to supply the information that we have requested.

Yours sincerely,

T. J. Thompson, Chairman
Study Committee on Student
Mortality, College Level

TJT:B

DEFINITION AND SCOPE OF THE SURVEY

A study of Student Mortality in its narrower sense means a study of the loss in numbers of students completing a given period of enrolment as compared with the number enrolled at the beginning of the period. In a broader sense the phrase, "A Study of Student Mortality," means not only determining the loss in numbers but includes in addition data as to the length of time students remain in school, the number who transfer to other institutions, and the number who return to school after having previously left school for a term, a semester or more. It, also, involves a study of the influence of such factors as health,financial support,academic achievement and the like of the student which frequently bear a causal relationship to his persistency in school. The Nebraska Planning Board Study Committee has attempted to build its survey upon this broader concept.

This study follows very closely a study entitled "College Student Mortality" published in a bulletin[1] by the Office of Education of which Mr. John H. McNeely, Specialist in Higher Education, was the editor. It was believed that by following this procedure the data gathered in the Nebraska survey could advantageously be compared with those of this nation-wide survey. The purposes of the Nebraska survey are also so similar to those outlined in the aforesaid survey that we shall quote freely from its descriptive material. In order to facilitate the comparison of the data accumulated we shall use substantially the same table forms.

The Nebraska survey of student mortality is based on the students entering as freshmen and registering for a degree in the several colleges and universities, both private and public, for the academic years 1931-32 and

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[1] Bulletin No. 11, Office of Education, 1937

1932-33. The academic year 1931-32 was chosen to coincide with the year used by the Office of Education in its survey. The academic year 1932-33 was added to the Nebraska survey to provide a larger and more representative sample from the smaller colleges.

The twenty-three Institutions of Higher Learning of the State, both public and private, have co-operated with the Planning Board Study Committee in a splendid manner in carrying out the survey.

THE METHOD OF COLLECTING AND COMPILING THE DATA

The information was gathered through the use of three forms, --designated as forms A, B, and C. Forms A and B were designed to gather the same type of information as was obtained by the Office of Education through its questionnaire. Form C was designed to collect information as to the student's economic status after leaving college, and was adapted from a form used by the Office of Education in a study of "Economic Status of College Graduates."[2]

Form A was used to collect data from the registrar's office of the several institutions and deals primarily with matters of record such as age, sex, time of enrolment, if graduated type of degree, academic achievement, and the length of time of enrolment. Form B was used to gather information as to the reasons students leave college before graduating or completing their courses. This latter form, together with form C, was mailed to all students who left college before graduating or completing their courses. Copies of these forms are reproduced as a part of this report.(See appendix)

Copies of forms A, B, and C were sent the registrars or representatives of the participating institutions with instructions for filling in and gathering the information. Since these forms were designed for mechanical

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[2] Bulletin No. 10, Office of Education, 1937

tabulation insofar as possible they were turned over to the technical staff of the Planning Board for the tabulation of the data. All forms were checked for accuracy and uniformity of reporting, and all accumulated grade-point indices were calculated by the Planning Board Staff. The information was punched on tabulating cards and the analysis was made by the use of a mechanical sorter.

The data and information have been collected into tables. These tables have been so arranged as to make it possible to compare the data collected in this study with data taken from the bulletin of the United States Office of Education.

LIMITATION OF THE STUDY

The tabulation of the data collected through form C has not been undertaken as yet but will be made the basis of a separate study later. Data for colleges offering only junior college work have not been included in this report. This material has been segregated and is being tabulated as a separate phase of the study. Moreover, no attempt has been made to distinguish between students attending colleges where one-or two-year diplomas are offered together with three-and four-year diplomas from those attending colleges and universities where only the three-or four-year diplomas are offered.

DISCUSSION OF THE DATA
STUDENT MORTALITY

While the data collected in the United States Office of Education survey of student mortality were analyzed with respect both to gross and net mortality, it was impossible in this survey to show a clear cut net mortality. The information on a studnet's transfer from one institution to another was generally taken from the questionnaires mailed to drop outs. Returns, while fairly satisfactory, were not complete. No doubt a number of students who had transferred had to be grouped with those for which there was no transfer data but who did not return later to the same institution as determined from the school records.

"Gross mortality[3] represented all the students who left the university during or at the end of the 4-year period without obtaining degrees. Some of these students transferred to another institution upon leaving the university. Others returned at a later date to continue their work after leaving the university." By deducting the latter number of students from the former, a net mortality would be obtained. Net mortality, therefore, represents the students leaving the universities who neither transferred to another institution nor returned at a later date to continue work.

In the determination of the extent of student mortality the individual scholastic records of the students were inspected for the period they attended college. Only those students entering the institutions in the beginning of the school years of 1931-32 and 1932-33 are included in the survey.

In following the records of the students it is found that, based on mortality, they fall into three general groups. The third general group is subdivided into four subgroups. The student after registering may fall into one of the following groups:

3/ Bulletin No. 11, Office of Education, 1937, p. 6

(A) Obtains a degree during or at end of 4-year period.

(B) In continuous attendance during and beyond 4-year period but does not obtain degree in 4-year period.

(C) Leaves college or university during or at end of 4-year period without degree---
  - (a) Returns later.
  - (b) Does not return later.
    - (1) But transfers to another school.
    - (2) Does not transfer to another school.
    - (3) No transfer data.

Tables 1(a) and 1(b) gies this information for Nebraska colleges and universities co-operating in the survey. Table 1(a) contains data for the students registering for a degree for the first time in the fall of 1931-32. Table 1(b) shows the same information for the students first registering for a degree at the beginning of the academic year 1932-33. Of the students first registering, the percentages following the different paths after entrance are given. The students are classified by sex, the percentages being shown for men students, women students and the total of men and women students. The institutions are grouped by type of control.

Student Mortality by Years

Tables 3(a) and 3(b) gives more detailed information as to the time "drop outs" left school. The percentages shown under each year of a four year course include those students who left during or at the end of each year listed. Information is given for men, women and for the total number of students. Schools are classified by type of control. These tables show when the student left the college or university but do not show what happened to the student after the first break in the continuity of his college work. In other words tables 3(a) and 3(b) are based upon gross mortality.

Student mortality by Geographical Sections

The information contained in the United States survey on the comparison

TABLE 1 (a): STUDENT MORTALITY BY SEX IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL
STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-1932 ACADEMIC YEAR

Institution	Students registering for degree at beginning of academic year 1931-32			Percentage of Students																				
				Obtaining degree during or at end of 4-year period			Continuing beyond 4-year period without leaving institution			Leaving institution during or at end of 4-year period without obtaining degree														
										Total			Returning later to continue work after leaving institution			Transferring to some other institution upon leaving institution			Leaving institution without transferring or returning at later date			No transfer data but not returning at a later date		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Publicly Controlled																								
U. S. Survey Total (1931)	6,728	2,470	9,198	27.7	30.0	28.3	8.0	4.9	7.2	64.3	65.1	64.5	6.8	5.4	6.4	9.2	10.0	9.4	48.3	49.7	48.7			
Total--Nebraska Survey	933	988	1,921	17.9	13.0	15.4	9.6	1.9	5.7	72.5	85.1	78.9	18.6	14.5	16.5	6.4	5.1	5.7	13.4	12.7	13.0	34.0	52.9	43.6
12	45	24	69	13.3	12.6	13.1	6.6	0.0	4.3	80.1	87.4	82.6	17.8	8.3	14.4	33.4	29.1	31.9	28.9	50.0	36.3			
16	593	378	971	20.2	24.6	21.9	13.5	4.5	9.9	66.3	70.9	68.2	19.4	17.7	18.8	4.6	4.5	4.6	12.5	14.3	13.2	29.8	34.4	31.6
24	47	46	93	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	19.1	2.2	10.8	0.0	0.0	0.0	0.0	0.0	0.0	80.9	97.8	89.2
28	81	192	273	11.2	4.2	6.2	4.9	1.0	2.2	83.9	94.8	91.6	25.9	17.2	19.8	3.7	6.8	5.8	12.3	17.2	15.8	42.0	53.6	50.2
32	94	204	298	13.8	6.9	9.2	3.2	0.0	1.1	83.0	93.1	89.7	13.8	12.2	12.8	7.5	2.5	4.0	16.0	4.4	8.1	45.7	74.0	64.8
44	73	144	217	26.0	6.2	12.9	0.0	0.0	0.0	74.0	93.8	87.1	11.0	10.4	10.6	11.0	5.6	7.4	17.8	11.8	13.8	34.2	66.0	55.3
Privately Controlled																								
U. S. Survey Total (1931)	4,244	2,093	6,337	34.0	41.2	36.4	6.1	3.1	5.1	59.9	55.8	58.5	8.2	6.2	7.5	11.8	9.7	11.1	39.9	39.9	39.9			
Total--Nebraska Survey	587	380	967	18.4	16.8	17.8	6.5	1.8	4.7	75.1	81.4	77.5	10.4	7.1	9.1	10.6	14.7	12.2	11.1	17.9	13.8	43.1	41.7	42.4
5	15	21	36	6.7	4.8	5.6	0.0	0.0	0.0	93.4	95.2	94.4	6.7	19.0	13.9	20.0	23.8	22.2	26.7	23.8	25.0	40.0	28.6	33.3
15	0	13	13	0.0	7.7	7.7	0.0	0.0	0.0	0.0	92.3	92.3				0.0	38.5	38.5	0.0	53.8	53.8	0.0	0.0	0.0
25	13	8	21	38.5	38.0	38.1	0.0	0.0	0.0	61.5	62.0	61.9	15.4	0.0	9.6	23.0	0.0	14.3	23.1	50.0	33.3	0.0	12.0	4.7
35	39	40	79	17.9	17.5	17.7	10.2	2.5	6.3	71.7	80.0	76.0	12.3	5.0	8.9	15.4	25.0	20.3	10.3	12.5	11.4	33.4	37.5	35.4
45	25	21	46	44.0	19.0	32.6	0.0	0.0	0.0	56.0	81.0	67.4	8.0	0.0	4.4	16.0	19.0	17.4	4.0	57.1	28.3	28.0	4.9	17.3
55	40	33	73	5.0	3.0	4.1	5.0	3.0	4.1	90.0	94.0	91.8	20.0	18.2	19.2	7.5	12.1	9.6	10.0	21.2	15.1	52.5	42.5	47.9
65	211	7	218	14.7	28.6	15.1	13.3	0.0	12.9	72.0	71.4	72.0	10.0	0.0	9.7	9.5	0.0	9.2	10.0	0.0	9.7	42.5	71.4	43.4
75	52	69	121	23.1	18.8	20.7	0.0	1.4	0.8	76.9	79.8	78.5	5.8	1.4	3.3	3.8	7.2	5.8	15.4	14.5	14.9	51.9	56.7	54.5
85	115	79	194	20.9	21.5	21.1	0.9	1.3	1.0	78.2	77.2	77.9	12.2	7.6	10.3	8.6	8.8	8.8	13.0	10.1	11.9	44.4	50.7	46.9
95	77	89	166	19.5	16.9	18.1	3.9	3.3	3.6	76.6	79.8	78.3	6.5	9.0	7.8	14.3	18.0	16.3	6.5	11.2	9.0	49.3	41.6	45.2

TABLE 1 (b) STUDENT MORTALITY BY SEX IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL
STUDENTS REGISTERING FOR DEGREE IN FALL OF 1932-1933 ACADEMIC YEAR

Institution	Students registering for degree at beginning of academic year 1932-33			Percentage of Students																					
				Obtaining degree during or at end of 4-year period			Continuing beyond 4-year period without leaving institution			Leaving institution during or at end of 4-year period without obtaining degree															
										Total			Returning later to continue work after leaving institution			Transferring to some other institution upon leaving institution			Leaving institution without transferring or returning at lat r date			No transfer data but not returning at a later date		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Publicly Controlled																								
U.S. Survey Total (1931)	6,728	2,470	9,198	27.7	30.0	28.3	8.0	4.9	7.2	64.3	65.1	64.5	6.8	5.4	6.4	9.2	10.0	9.4	48.3	49.7	48.7			
Total--Nebraska Survey	877	952	1,829	17.0	15.8	16.5	8.5	1.2	4.6	74.5	83.0	78.9	18.2	14.7	16.4	7.1	4.6	5.8	13.5	14.1	13.8	35.7	49.6	42.9
12	37	33	70	2.6	24.2	12.8	10.8	0.0	5.7	86.6	75.8	81.5	13.5	6.0	10.0	32.5	24.3	28.6	40.6	45.5	42.9	0.0	0.0	0.0
16	504	372	876	19.5	26.4	22.4	13.7	2.6	9.1	66.8	71.0	68.5	21.0	16.2	18.9	5.0	3.1	4.2	11.3	17.0	13.7	29.5	34.7	31.7
24	60	63	123	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	11.7	14.3	13.0	0.0	0.0	0.0	0.0	0.0	0.0	88.3	85.7	87.0
28	90	174	264	13.3	8.6	10.2	1.1	0.6	0.8	85.6	90.8	89.0	18.9	17.8	18.2	12.3	5.2	7.6	13.3	16.7	15.5	41.1	51.1	47.7
32	115	188	303	20.0	7.4	12.2	0.0	0.0	0.0	80.0	92.6	87.8	11.3	13.9	12.9	6.9	4.3	5.3	15.7	6.4	9.9	46.1	68.0	59.7
44	71	122	193	22.5	13.1	16.6	0.0	0.0	0.0	77.5	86.9	83.4	16.9	9.9	12.4	8.4	5.7	6.7	22.5	12.3	16.1	29.7	59.0	48.2
Privately Controlled																								
U.S. Survey Total (1931)	4,244	2,093	6,337	34.0	41.2	36.4	6.1	3.0	5.1	59.9	55.8	58.5	8.2	6.2	7.5	11.8	9.7	11.1	39.9	39.9	39.9			
Total--Nebraska Survey	490	285	775	15.9	18.1	16.7	7.0	0.4	4.5	77.1	81.5	78.8	13.1	9.5	1.	11.3	17.6	13.6	9.0	22.1	13.8	43.7	32.3	39.5
5	16	17	33	0.0	5.9	3.0	0.0	0.0	0.0	100.0	94.1	97.0	0.0	11.8	6.1	25.1	17.6	21.2	31.4	35.3	33.3	43.5	29.4	36.4
15	0	16	16	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	0.0	6.2	6.2	0.0	43.8	43.8	0.0	50.0	50.0	0.0	0.0	0.0
25	8	9	17	25.0	33.3	29.4	0.0	0.0	0.0	75.0	66.7	70.6	12.5	11.1	11.8	37.5	22.2	29.4	25.0	33.4	29.4	0.0	0.0	0.0
35	41	35	76	19.5	31.3	25.0	0.0	0.0	0.0	80.5	68.7	75.0	12.2	8.6	10.6	19.5	22.9	21.1	0.0	8.6	3.9	48.8	28.6	39.4
45	20	13	33	25.0	23.1	24.2	0.0	0.0	0.0	75.0	76.9	75.8	25.0	0.0	15.2	35.0	7.6	24.2	15.0	46.2	27.3	0.0	23.1	9.1
55	32	21	53	3.1	0.0	1.9	3.1	0.0	1.9	93.8	100.0	96.2	18.8	14.3	17.0	12.5	14.3	13.2	15.6	23.8	18.9	46.9	47.6	47.1
65	188	10	198	13.7	30.0	14.6	16.5	0.0	15.6	69.8	70.0	69.9	13.9	10.0	13.6	4.3	10.0	4.5	9.0	10.0	9.1	42.6	40.0	42.5
75	50	43	93	16.0	11.6	13.9	2.0	0.0	1.1	82.0	88.4	85.0	14.0	11.6	12.9	8.0	9.3	8.6	2.0	30.2	15.1	58.0	37.3	48.4
85	71	59	130	25.4	28.7	26.8	1.4	0.0	0.8	73.2	71.3	72.4	12.7	8.5	10.8	9.8	8.5	9.2	4.2	8.5	6.2	46.5	45.8	46.2
95	64	62	126	15.6	14.5	15.1	1.6	1.6	1.6	82.8	83.9	83.3	8.3	9.7	8.7	15.6	25.8	20.6	12.5	21.0	16.7	46.9	27.4	37.3

TABLE 3(a): YEARS IN WHICH STUDENTS SEGREGATED BY SEX LEFT NEBRASKA COLLEGES AND UNIVERSITY CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF ACADEMIC YEAR 1931-32

Institution	Students registering for degree at beginning of academic year 1931-32	Percentage of students leaving institution during or at end of											
		Freshman year			Sophmore year			Junior year			Senior year		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED													
U. S. Survey (1931)	9,198	35.6	33.5	35.1	15.6	20.9	17.0	8.2	7.9	8.1	4.9	2.8	4.3
Total--Nebraska Survey	1,921	44.4	56.9	50.8	19.4	22.3	20.9	5.4	4.4	4.8	3.3	1.6	2.4
12	69	28.9	29.2	29.0	42.2	45.8	43.5	6.7	8.3	7.2	2.2	4.2	2.9
16	971	40.5	41.5	40.9	16.7	21.4	18.5	4.7	5.6	5.0	4.4	2.4	3.6
24	93	70.2	71.7	71.0	19.1	23.9	21.5	8.5	2.2	5.4	2.1	2.2	2.2
28	273	55.6	74.0	68.5	21.0	17.7	18.7	4.9	3.1	3.7	2.5	0.0	0.7
32	298	47.9	66.7	60.7	25.5	21.6	22.8	8.5	2.9	4.7	1.1	1.5	1.3
44	217	52.1	60.4	57.6	17.8	27.1	24.0	4.1	4.9	4.6	0.0	1.4	0.9
PRIVATELY CONTROLLED													
U. S. Survey (1931)	6,337	31.5	33.4	32.1	16.5	15.1	16.1	7.8	5.3	6.9	4.1	4.0	3.4
Total--Nebraska Survey	967	49.2	49.7	49.4	18.6	26.6	21.7	5.5	3.7	4.8	1.9	1.3	1.7
5	36	86.7	81.0	83.3	6.7	9.5	8.3	0.0	4.8	2.8	0.0	0.0	0.0
15	13	0.0	69.2	69.2	0.0	23.1	23.1	0.0	0.0	0.0	0.0	0.0	0.0
25	21	46.2	37.5	42.9	15.4	25.0	19.0	0.0	0.0	0.0	0.0	0.0	0.0
35	79	35.9	35.0	35.4	28.2	45.0	36.7	5.1	0.0	2.5	2.6	0.0	1.3
45	46	28.0	47.6	37.0	24.0	33.3	28.3	4.0	0.0	2.2	0.0	0.0	0.0
55	73	50.0	51.5	50.7	22.5	30.3	26.0	10.0	6.1	3.2	7.5	6.1	6.8
65	218	50.7	57.1	50.9	13.7	14.3	13.8	6.2	0.0	6.0	1.4	0.0	1.4
75	121	50.0	58.0	54.5	21.2	17.4	19.0	3.8	4.3	4.1	1.9	0.0	0.8
85	194	49.6	38.7	44.3	20.9	36.7	27.3	5.2	1.3	3.6	2.6	2.5	2.6
95	166	50.6	51.7	51.2	20.8	19.1	19.9	5.2	7.9	6.6	0.0	1.1	0.6

TABLE 3(b): YEARS IN WHICH STUDENTS SEGREGATED BY SEX LEFT NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF ACADEMIC YEAR 1932-33

Institution	Students registering for degree at beginning of academic year 1932-33	Percentage of students leaving institution during or at end of											
		Freshman year			Sophmore year			Junior year			Senior year		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED													
U.S. Survey (1931)	9,193	35.6	33.5	35.1	15.6	20.9	17.0	8.2	7.9	8.1	4.9	2.8	4.3
Total--Nebraska Survey	1,829	43.2	53.5	48.6	17.7	22.3	20.1	8.1	5.5	6.7	5.4	1.9	3.6
12	70	32.4	24.2	28.6	29.7	27.3	28.6	16.2	18.2	17.1	8.1	6.1	7.1
16	876	38.9	36.8	38.0	12.1	23.1	16.8	9.3	7.8	8.7	6.5	3.2	5.1
24	123	68.3	79.4	74.0	28.3	17.5	22.8	1.7	3.2	2.4	1.7	0.0	0.8
28	264	53.3	71.8	65.5	20.0	16.1	17.4	5.6	2.3	3.4	5.6	1.1	2.7
32	303	44.3	61.7	55.1	26.1	29.3	28.1	6.1	1.6	3.3	3.5	0.0	1.3
44	193	43.7	59.8	53.9	25.4	13.9	21.2	7.0	6.6	6.7	1.4	1.6	1.6
PRIVATELY CONTROLLED													
U. S. Survey (1931)	6,337	31.5	33.4	32.1	16.5	15.1	16.1	7.8	5.3	6.9	4.1	4.0	3.4
Total--Nebraska Survey	775	47.6	50.9	48.8	19.6	26.0	21.9	7.6	4.2	6.3	2.2	0.4	1.5
5	33	75.0	88.2	81.8	12.5	5.9	9.1	12.5	0.0	6.1	0.0	0.0	0.0
15	16	0.0	56.3	56.3	0.0	37.5	37.5	0.0	6.3	6.3	0.0	0.0	0.0
25	17	25.0	33.3	29.4	50.0	11.1	29.4	0.0	22.2	11.8	0.0	0.0	0.0
35	76	43.9	37.1	40.8	24.4	31.4	27.6	7.3	0.0	3.9	4.9	0.0	2.6
45	33	40.0	61.5	48.5	15.0	7.7	12.1	15.0	7.7	12.1	5.0	0.0	3.0
55	53	46.9	52.4	49.1	34.4	33.3	34.0	9.4	14.3	11.3	3.1	0.0	1.9
65	198	50.0	60.0	50.5	12.2	10.0	12.1	6.4	0.0	6.1	1.1	0.0	1.0
75	93	54.0	55.8	54.8	20.0	27.9	23.7	6.0	2.3	4.3	2.0	2.3	2.2
85	130	38.0	37.3	37.7	25.4	28.8	26.9	8.5	5.1	6.9	1.4	0.0	0.8
95	126	46.9	54.8	50.8	23.4	27.4	25.4	7.8	1.6	4.8	4.7	0.0	2.4

of student mortality in different geographical sections of the United States was used in the preparation of table 4. The corresponding data for Nebraska were inserted immediately below the data for its geographical section the North Central States. The Nebraska totals for the students registering for a degree in each of the academic years of 1931-32 and 1932-33 are listed separately. As is the case of all tables listing the results of the United States survey, the United States survey figures refer to students registering for a degree in the fall of the academic year 1931-32.

Student Mortality by Size of Student Body

Table 6 was also prepared by inserting Nebraska data in the respective groups as classified according to the size of the student body. The quantities for all colleges and universities in Nebraska were allocated to their proper group and totaled for each year of initial registration.

Student Mortality by College or School

Table 7 shows the differences in student mortality by colleges within Nebraska's universities. Totals for students registering for a degree in the fall of 1931-32 are identified by (1931) and in the fall of 1932-33 by (1932). United States totals are shown for each college listed. Table 7 includes the year in which the student left school. Table 8 gives student mortality by sex in colleges of Nebraska universities classified by type of control. United States totals are included for purposes of comparison.

Transfer Students Within University

Table 15 gives mortality among students transferring from one college or school to another within the university. Comparison may be made with the totals given in tables 1 and 3 as the headings of the columns are identical.

TABLE 4: COMPARISON OF STUDENT MORTALITY IN DIFFERENT GEOGRAPHICAL SECTIONS OF THE UNITED STATES AND IN NEBRASKA

GEOGRAPHICAL SECTIONS	Number of institutions	Number of students registering	Percentage of Students						
			Obtaining degree during or at end of 4-year period	Continuing beyond 4-year period without leaving university	Leaving university during or at end of 4-year period without obtaining degree				
					Total	Returning later to continue work after leaving university	Transferring to some other institution upon leaving university	Leaving university without transferring or returning at later date	No transfer data but not returning at a later date
	Total	Total	Total	Total		Total	Total	Total	Total
New England and Middle Atlantic States	6	4,252	50.7	3.0	46.3	3.0	9.4	33.9	
North Central States	6	5,363	24.8	10.0	65.2	5.9	10.4	48.9	
Nebraska Survey (1931-32)	16	2,888	16.2	5.3	78.5	14.0	7.9	13.3	43.3
Nebraska Survey (1932-33)	16	2,604	16.6	4.6	78.8	15.0	8.1	13.8	41.9
Southern States	8	4,022	23.5	6.6	69.9	10.4	9.4	50.1	
Mountain and Pacific States	5	1,898	25.6	2.6	71.8	10.7	12.3	48.8	

TABLE 6 - COMPARISON OF STUDENT MORTALITY, ACCORDING TO SIZE OF STUDENT BODIES OF UNIVERSITIES IN U. S. STUDY AND IN NEBRASKA COLLEGES AND UNIVERSITIES

	Number of institutions	Students registering for degree at beginning of academic year	Percentage of Students						
			Obtaining degree during or at end of 4-year period	Continuing beyond 4-year period without leaving institution	Leaving institution during or at end of 4-year period without obtaining degree				
					Total	Returning later to continue work after leaving institution	Transferring to some other institution upon leaving institution	Leaving institution without transferring or returning at later date	No transfer data but not returning at a later date
Fewer than 2,000 students									
U. S. Survey	6	1,718	36.9	2.2	60.9	9.1	8.1	43.7	
Nebr. Survey (1931-32)	14	1,699	13.0	1.7	85.3	11.9	9.7	13.8	49.9
Nebr. Survey (1932-33)	14	1,530	13.5	0.7	85.8	12.9	10.8	14.4	47.7
2,000-2,999 students									
U. S. Survey	6	3,134	31.1	5.3	63.6	10.5	13.6	39.5	
Nebr. Survey (1931-32)	1	218	15.1	12.9	72.0	9.7	9.2	9.7	43.4
Nebr. Survey (1932-33)	1	198	14.6	15.7	69.7	13.6	4.5	9.0	42.6
4,000 or more students									
U. S. Survey		7,611	32.9	8.4	58.7	4.0	7.7	47.0	
Nebr. Survey (1931-32)		971	21.9	9.9	63.2	18.8	4.6	13.2	31.6
Nebr. Survey (1932-33)		876	22.4	9.1	68.5	18.9	4.2	13.7	31.7

TABLE 7: DIFFERENCE IN STUDENT MORTALITY BY COLLEGE OR SCHOOL IN NEBRASKA UNIVERSITIES
STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-32 (1931) and 1932-33 (1932) ACADEMIC YEARS

College or School	Number of institutions	Number of students registering	Percentage of students										
			Obtaining degree during or at end of 4-year period	Continuing beyond 4-year period without leaving university	Leaving university during or at end of 4-year period without obtaining degree								
					Leaving during or at end of				Total	Returning later to continue work after leaving university	Transferring to some other institution upon leaving university	Leaving university without transferring or returning at later date	No transfer data but not returning at a later date
					Freshman year	Sophomore year	Junior year	Senior year					
	Total	Total	Total	Total						Total	Total	Total	Total
Colleges of Agriculture													
U. S. Survey Total (1931)	12	969	33.7	6.4	32.8	14.6	7.3	5.2	59.9	6.9	5.2	47.8	
16-01 (1931)	1	127	18.1	10.2	42.5	17.3	7.9	3.9	71.6	22.0	8.7	16.5	24.4
16-01 (1932)	1	90	28.9	12.2	36.7	12.2	6.7	3.3	58.9	16.7	2.2	18.9	21.1
Colleges of Arts & Sciences													
U. S. Survey Total (1931)	20	6,255	28.8	4.2	36.6	19.1	8.2	3.1	67.0	8.2	13.3	45.5	
16-02 (1931)	1	222	25.3	8.2	41.9	17.1	5.4	2.3	66.7	18.0	5.9	11.3	31.5
16-02 (1932)	1	188	25.5	6.9	35.1	20.7	7.4	4.3	67.5	20.2	9.0	11.2	27.1
65-02 (1931)	1	97	16.5	2.0	59.8	15.5	5.2	1.0	81.4	4.1	12.4	13.4	51.5
65-02 (1932)	1	76	7.9	1.3	67.1	15.8	7.9	0.0	90.8	7.9	9.2	10.5	63.2
95-02 (1931)	1	113	23.9	3.6	46.0	18.6	7.1	0.9	72.5	7.0	12.4	6.2	46.9
95-02 (1932)	1	91	18.7	2.2	50.5	18.7	6.6	3.3	79.2	7.7	19.8	14.3	37.4
Colleges of Bus. Admin.													
U. S. Survey Total (1931)	13	2,027	24.4	8.7	37.2	17.1	8.1	4.5	66.9	4.6	6.7	55.6	
16-03 (1931)	1	155	20.6	10.3	38.1	22.6	3.9	4.5	69.0	20.0	3.2	11.6	34.2
16-03 (1932)	1	117	16.3	6.8	47.9	12.0	10.3	6.8	76.9	17.9	1.8	12.8	44.4
65-03 (1931)	1	76	13.1	6.5	64.5	10.5	3.9	1.3	80.2	10.5	2.6	10.5	56.6
65-03 (1932)	1	51	19.6	5.9	51.0	15.7	5.9	2.0	74.6	15.7	2.0	9.8	47.1
Colleges of Engineering													
U. S. Survey Total (1931)	16	2,547	30.2	8.1	34.8	15.4	7.4	4.1	61.7	6.8	9.8	45.1	
16-04 (1931)	1	134	15.7	22.4	35.8	17.2	4.5	4.5	61.9	19.4	3.7	14.9	23.9
16-04 (1932)	1	97	9.3	22.7	38.1	11.3	11.3	7.2	68.1	28.8	4.2	9.3	25.8
Colleges of Law													
U. S. Survey Total (1931)	3	121	53.7	11.3	--	22.6	6.2	6.2	35.0	6.6	1.7	26.7	
16-09 (1931)	1	24	25.0	16.7	25.0	16.7	4.2	12.5	58.4	37.5	8.4	0.0	12.5
16-09 (1932)	1	43	25.6	16.3	37.2	4.7	4.7	11.6	58.1	20.9	2.3	7.0	27.9
65-09 (1931)	1	15	13.3	60.0	13.3	0.0	13.3	0.0	26.7	20.0	6.7	0.0	0.0
65-09 (1932)	1	28	17.9	42.9	17.9	10.7	7.1	3.6	39.3	25.0	0.0	3.6	10.7
Teachers Colleges													
U. S. Survey Total (1931)	11	834	41.8	5.3	29.1	13.0	6.6	4.2	52.9	6.5	4.1	42.3	
16-40 (1931)	1	178	19.1	2.2	47.8	22.5	4.5	3.9	78.7	18.0	2.2	16.9	41.6
16-40 (1932)	1	187	23.5	3.7	39.6	23.0	7.0	3.2	72.6	14.9	2.6	17.1	38.0
95-40 (1931)	1	43	7.0	4.7	62.8	23.3	2.3	0.0	88.4	9.3	23.3	9.3	46.5
95-40 (1932)	1	34	5.9	0.0	50.0	44.1	0.0	0.0	94.1	11.8	23.5	23.5	35.3

8: STUDENT MORTALITY BY SEX IN COLLEGES OF NEBRASKA UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL
STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-32 (1931) and 1932-33 (1932) ACADEMIC YEARS

Institution	Students registering for degree at beginning of academic years 1931-32 1932-33			Percentage of Students																				
				Obtaining degree during or at end of 4-year period			Continuing beyond 4-year period without leaving institution			Leaving institution during or at end of 4-year period without obtaining degree														
										Total			Returning later to continue work after leaving institution			Transferring to some other institution upon leaving institution			Leaving institution without transferring or returning at later date			No transfer data but not returning at a later date		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Publicly Controlled																								
Colleges of Agriculture																								
U. S. Survey Total (1931)			877			33.3			7.1			59.6			6.9			4.6			48.1			
16-01 (1931)	77	50	127	13.0	26.0	18.1	11.7	8.0	10.2	75.4	66.0	71.6	23.4	20.0	22.0	6.5	12.0	8.7	16.9	16.0	16.5	28.6	18.0	24.4
16-01 (1932)	51	39	90	25.5	33.3	28.9	11.8	12.8	12.2	62.7	53.8	58.9	21.6	10.3	16.7	0.0	5.1	2.2	17.6	20.5	18.9	23.5	17.9	21.1
Colleges of Arts & Sciences																								
U. S. Survey Total (1931)			2,887	20.9	24.6	22.4	5.3	3.9	4.7	73.8	71.5	72.9	6.9	5.5	6.4	17.2	13.7	15.9	49.7	52.3	50.6			
16-02 (1931)	108	114	222	2[illegible].1	27.2	25.3	12.0	4.4	8.2	64.8	68.4	66.7	16.7	19.3	18.0	4.6	7.0	5.9	12.0	10.5	11.3	31.5	31.6	31.5
16-02 (1932)	101	87	188	17.9	34.5	25.5	12.9	0.0	6.9	69.4	65.4	67.5	22.8	17.2	20.2	11.9	5.7	9.0	10.9	11.5	11.2	23.8	31.0	27.1
Colleges of Bus. Admin.																								
U. S. Survey Total (1931)			1,106	21.0	15.0	20.2	7.7	2.9	7.1	71.3	82.1	72.7	5.3		4.6	5.2	0.7	4.6	60.8	81.4	63.5			
16-03 (1931)	132	23	155	20.5	21.7	20.6	11.4	4.3	10.3	68.2	73.9	69.0	21.2	13.0	20.0	3.8	0.0	3.2	10.6	17.4	11.6	32.6	43.5	34.2
16-03 (1932)	81	36	117	17.3	13.9	16.3	9.9	0.0	6.8	72.8	86.2	76.9	21.0	11.2	17.9	1.2	2.8	1.8	8.6	22.2	12.8	42.0	50.0	44.4
Colleges of Engineering																								
U. S. Survey Total (1931)			1,609			26.0			11.1			62.9			7.9			4.6			50.4			
16-04 (1931)	134	0	134	15.7	0.0	15.7	22.4	0.0	22.4	61.8	0.0	61.9	19.4	0.0	19.4	3.6	0.0	3.7	14.9	0.0	14.9	23.9	0.0	23.9
16-04 (1932)	94	3	97	9.6	0.0	9.3	23.4	0.0	22.7	66.9	100.0	68.1	27.6	66.7	28.8	4.2	0.0	4.2	9.6	0.0	9.3	25.5	33.3	25.8
Colleges of Law																								
U. S. Survey Total (1931)			129			57.4			15.5			27.1			7.7			2.3			17.1			
16-09 (1931)	21	3	24	28.6	0.0	25.0	14.3	33.3	16.7	57.3	66.7	58.4	33.4	66.7	37.5	9.6	0.0	8.4	0.0	0.0	0.0	14.3	0.0	12.5
16-09 (1932)	41	2	43	26.9	0.0	25.6	14.6	50.0	16.3	58.5	50.0	58.1	19.5	50.0	20.9	2.4	0.0	2.3	7.3	0.0	7.0	29.3	0.0	27.9
Teachers Colleges																								
U. S. Survey Total (1931)			617	35.1	47.2	41.7	6.4	6.3	6.3	58.5	46.5	52.0	4.6	4.5	4.6	5.0	1.7	3.2	48.9	40.3	44.2			
16-40 (1931)	31	147	178	9.7	21.1	19.1	6.5	1.4	2.2	83.9	77.5	78.7	16.1	18.3	18.0	6.5	1.4	2.2	6.5	19.0	16.9	54.8	38.8	41.6
16-40 (1932)	28	159	187	14.3	25.1	23.5	17.8	1.3	3.7	67.8	73.6	72.6	14.3	15.1	14.9	7.1	1.9	2.6	14.3	17.6	17.1	32.1	39.0	38.0
Privately Controlled																								
Colleges of Arts & Sciences																								
U. S. Survey Total (1931)			3,368	29.2	39.9	34.2	4.9	2.6	3.9	65.9	57.5	61.9	12.5	6.6	9.7	11.4	10.6	11.1	42.0	40.3	41.1			
65-02 (1931)	97	0	97	16.5	0.0	16.5	2.0	0.0	2.0	81.4	0.0	81.4	4.1	0.0	4.1	12.4	0.0	12.4	13.4	0.0	13.4	51.5	0.0	51.5
65-02 (1932)	76	0	76	.9	0.0	[illegible].9	1.3	0.0	1.3	90.8	0.0	90.8	7.9	0.0	7.9	9.2	0.0	9.2	10.[illegible]	[illegible]	10.5	63.2	0.0	63.2
95-02 (1931)	73	40	113	19.2	32.5	23.9	2.7	5.0	3.6	78.1	62.5	72.5	6.8	7.5	7.0	13.7	10.0	12.4	5.5	7.5	6.2	52.1	37.5	46.9
95-02 (1932)	62	29	91	16.1	24.1	18.7	1.6	3.5	2.2	82.2	72.3	79.2	8.0	6.9	7.7	14.5	31.0	19.8	12.9	17.2	14.3	46.8	17.2	37.4
Colleges of Bus. Admin.																								
U. S. Survey Total (1931)			921	27.4	39.1	29.4	11.8	5.0	10.7	60.8	55.9	59.9	4.8	3.7	4.6	9.1	9.3	9.1	46.9	42.9	46.2			
65-03 (1931)	69	7	76	11.6	28.6	13.1	7.2	0.0	6.5	81.1	71.4	80.2	11.5	0.0	10.5	2.9	0.0	2.6	11.6	0.0	10.5	55.1	71.4	56.6
65-03 (1932)	42	9	51	19.0	22.2	19.6	7.2	0.0	5.9	73.8	77.7	74.6	16.7	11.1	15.7	0.0	11.1	2.0	9.5	11.1	9.8	47.6	44.4	47.1
Colleges of Law																								
U. S. Survey Total (1931)			48			43.8						56.2			4.2						52.0			
65-09 (1931)	15	0	15	13.3	0.0	13.3	60.0	0.0	60.0	26.7	0.0	26.7	20.0	0.0	20.0	6.7	0.0	6.7	0.0	0.0	0.0	0.0	0.0	0.0
65-09 (1932)	28	0	28	17.9	0.0	17.9	42.9	0.0	42.9	39.3	0.0	39.3	25.0	0.0	25.0	0.0	0.0	0.0	3.6	0.0	3.6	10.7	0.0	10.7
Teachers Colleges																								
U. S. Survey Total (1931)			217	46.2	37.7	42.4	0.8	4.1	2.3	53.0	58.2	55.3	9.3	15.3	12.0	10.1	2.1	6.4	33.6	40.8	36.9			
95-40 (1931)	2	41	43	50.0	4.9	7.0	50.0	2.4	4.7	0.0	92.7	88.4	0.0	9.7	9.3	0.0	24.4	23.3	0.0	9.8	9.3	0.0	48.8	46.5
95-40 (1932)	1	33	34	0.0	6.1	5.9	0.0	0.0	0.0	100.0	93.9	94.1	0.0	12.2	11.8	100.0	21.2	23.5	0.0	24.2	23.5	0.0	36.3	35.3

TABLE 15: MORTALITY AMONG STUDENTS TRANSFERRING FROM ONE COLLEGE OR SCHOOL TO ANOTHER WITHIN UNIVERSITY

College or School	Number of institutions	Number of students registering	Percentage of students										
			Obtaining degree during or at end of 4-year period	Continuing beyond 4-year period without leaving university	Leaving university during or at end of 4-year period without obtaining degree								
					Leaving during or at end of				Total	Returning later to continue work after leaving university	Transferring to some other institution upon leaving university	Leaving university without transferring or returning at later date	No transfer data but not returning at a later date
					Freshman year	Sophomore year	Junior year	Senior year					
	Total	Total	Total	Total						Total	Total	Total	Total
PUBLICLY CONTROLLED													
U. S. Survey Total (1931)	3	409	42.5	9.8	11.7	17.4	12.3	6.3	47.7	9.3	4.4	34.0	
Total (1931-32) Nebr. Survey	1	100	21.3	16.9	22.1	27.9	6.6	5.2	61.8	36.0	2.2	7.4	16.2
Total (1932-33) Nebr. Survey	1	100	28.9	11.5	22.1	15.4	12.5	9.6	59.6	41.3	1.9	4.8	11.6
PRIVATELY CONTROLLED													
U. S. Survey Total (1931)	3	117	23.1	4.3	17.1	23.0	17.1	15.4	72.6	23.1	7.7	41.8	
Total (1931-32) Nebr. Survey	2	100	30.8	30.8	25.6	5.1	5.1	2.6	38.4	28.2	2.6	0.0	7.6
Total (1932-33) Nebr. Survey	2	100	14.8	18.6	18.6	25.9	22.2	0.0	66.6	33.3	3.7	7.4	22.2

CAUSES OF STUDENT MORTALITY

The United States survey reported for the schools covered in its study that "the discovery of the causes why the various students involved in the study left the universities was practically impossible with a satisfactory degree of reliability."[4] Reasons, similar to those reported by the United States survey, also contributed to relatively incomplete data in the Nebraska survey. Student and personnel records do not provide complete information as to causes for a student's withdrawal. Questionnaires were mailed to those withdrawing from the classes first registering in the fall of academic years 1931-32 and 1932-33. While the returns were reasonably adequate in number, the information shown probably does not give the returns that are needed. As an example, withdrawals from school because of dismissal for poor work or other causes are shown to be practically non-existent. Undoubtedly this is not the case.

The results obtained from the questionnaires relative to causes of leaving an institution are given in tables 16(a) and 16(b). Percentages given are based on the number of students leaving school during or at the end of a 4-year period without obtaining a degree. Those not answering the question as to the cause for leaving are included in the column headed "not stated." The same information is presented by colleges within Nebraska's universities in table 18.

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[4] Ibid. p. 44.

TABLE 16 (a): CAUSES OF MORTALITY AMONG STUDENTS BY SEX IN [illegible] COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL
STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-19[illegible] ACADEMIC YEAR

Institution	Number of students leaving during or at end of 4-year period without obtaining degree	Percentage of students leaving university because of																																
		Dismissal for poor work			Dismissal for other causes			Finances			Death in family			Sickness			Needed at home			Lacked interest			Taking position			Graduated			Miscellaneous causes			Not stated		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																																		
U. S. Survey Total (1931)	5,872	22.2	10.4	18.9	1.0	0.7	0.9	11.2	9.5	10.8	0.7	0.4	0.6	3.1	3.9	3.3	0.8	1.0	0.9	8.8	7.8	8.6							6.7	10.8	7.8	45.5	55.5	48.2
Total (1931-32) Nebr. Survey	1.517	0.9	0.0	0.3	0.1	0.0	0.1	16.1	8.9	12.1	0.4	0.7	0.6	0.3	1.1	0.8	1.3	0.4	0.8	2.9	0.9	1.8	5.5	7.6	6.7	3.7	1.1	2.2	3.7	4.2	4.0	65.2	75.1	[illegible]
12	57	0.0	0.0	0.0	0.0	0.0	0.0	36.1	23.8	31.6	0.0	0.0	0.0	0.0	9.5	3.5	2.8	0.0	1.8	8.3	0.0	5.3	8.3	19.0	12.3	27.8	19.0	24.6	16.7	[illegible]	[illegible]	0.0	[illegible]	[illegible]
16	661	1.5	0.0	0.9	0.0	0.0	0.0	16.8	16.8	16.8	0.8	1.5	1.1	0.5	1.5	0.9	1.5	0.0	0.9	2.8	2.6	2.7	4.3	5.2	[illegible]	0.5	0.7	0.6	[illegible]	[illegible]	4.4	[illegible]	[illegible]	[illegible]
24	93	[illegible]	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	[illegible]	[illegible]	0.0	0.0	[illegible]	[illegible]	0.0	100.0	100.0	100.0
28	350	[illegible]	0.0	0.0	0.0	0.0	0.0	14.7	6.6	8.8	0.0	0.0	0.0	0.0	1.1	0.8	0.0	0.0	0.0	1.5	0.0	[illegible]	7.4	17.6	14.8	11.8	1.6	4.4	0.0	5.5	4.0	64.7	67.6	66.8
32	267	[illegible]	0.0	0.0	0.0	0.0	0.0	12.8	0.5	4.1	0.0	0.0	0.0	0.0	0.5	0.4	1.3	1.1	1.1	2.6	0.0	0.7	9.0	3.2	4.9	3.8	0.0	1.1	0.0	2.1	1.5	70.5	92.6	86.1
44	189	0.0	[illegible]	0.0	1.9	0.0	0.5	18.5	8.9	11.6	0.0	1.5	1.1	0.0	0.7	0.5	1.9	0.7	1.1	3.7	0.7	1.6	5.6	5.9	5.8	3.7	0.0	[illegible]	[illegible]	[illegible]	[illegible]	57.4	80.7	74.1
PRIVATELY CONTROLLED																																		
U. S. Survey Total (1931)	3,453	[illegible]	13.3	17.4	1.3	1.6	1.4	14.4	17.4	15.3	0.8	0.2	0.6	[illegible]	5.9	3.6	0.7	0.7	0.7	2.2	1.2	1.9							[illegible]	[illegible]	[illegible]	37.5	44.0	37.5
Total (1931-32) Nebr. Survey	750	[illegible]	0.0	0.3	0.0	0.0	0.0	16.3	17.5	16.8	0.5	0.3	0.4	1.0	0.6	0.8	0.2	1.0	0.5	1.6	0.6	1.2	3.4	12.0	[illegible]	[illegible]	[illegible]	4.5	[illegible]	[illegible]	5.1	67.4	57.6	63.5
5	34	[illegible]	0.0	0.0	0.0	0.0	0.0	35.7	30.0	32.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.0	2.9	7.1	0.0	2.9	7.1	[illegible]	4.7	0.0	[illegible]	0.0	0.0	[illegible]	2.9	50.0	40.0	44.1
15	12	[illegible]	0.0	0.0	0.0	0.0	0.0	0.0	25.0	25.0	0.0	0.0	0.0	0.0	8.3	8.3	0.0	8.3	8.3	0.0	0.0	0.0	0.0	33.3	33.3	0.0	16.7	16.7	0.0	8.3	8.3	0.0	0.0	0.0
25	13	0.0	0.0	0.0	0.0	0.0	0.0	[illegible]	20.0	38.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.5	20.0	15.4	25.0	40.0	30.8	12.5	0.0	7.7	0.0	20.0	7.7
35	60	0.0	0.0	0.0	0.0	0.0	0.0	17.9	18.8	18.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.6	3.1	3.3	10.7	12.5	11.7	3.6	12.5	8.3	64.3	53.1	58.3
45	31	0.0	0.0	0.0	0.0	0.0	0.0	57.1	52.9	54.3	0.0	0.0	0.0	14.3	0.0	6.5	0.0	5.9	3.2	0.0	0.0	0.0	0.0	35.3	19.4	0.0	0.0	0.0	14.3	0.0	6.5	14.3	5.9	9.7
55	67	0.0	0.0	0.0	0.0	0.0	0.0	11.1	12.9	11.9	0.0	0.0	0.0	2.8	3.2	3.0	0.0	0.0	0.0	2.8	3.2	3.0	5.6	0.0	3.0	2.8	3.2	3.0	5.6	12.9	9.0	69.4	64.5	67.2
65	157	1.3	0.0	1.3	0.0	0.0	0.0	14.5	0.0	14.0	1.3	[illegible]	1.3	[illegible]	0.0	0.6	0.0	0.0	0.0	2.0	0.0	1.9	0.7	0.0	0.6	3.3	0.0	3.2	4.6	0.0	[illegible]	71.7	100.0	72.6
75	95	0.0	0.0	0.0	0.0	0.0	0.0	5.0	12.7	9.5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.0	0.0	[illegible]	0.0	1.1	7.5	10.9	9.5	7.5	1.8	4.2	5.0	0.0	2.1	72.5	74.5	[illegible]
85	151	0.0	0.0	0.0	0.0	0.0	0.0	15.6	8.2	12.6	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.0	0.0	[illegible]	[illegible]	[illegible]	1.6	1.3	5.6	[illegible]	6.6	[illegible]	1.6	[illegible]	[illegible]	[illegible]	6.0	[illegible]	70.5	71.5
95	130	[illegible]	0.0	0.0	0.0	0.0	0.0	13.6	18.3	16.2	[illegible]	[illegible]	[illegible]	[illegible]	0.0	[illegible]	1.7	0.0	0.8	[illegible]	0.0	0.0	1.7	14.1	8.5	[illegible]	[illegible]	5.4	[illegible]	5.6	3.1	[illegible]	59.2	66.4

TABLE 16 (b): CAUSES OF MORTALITY AMONG STUDENTS BY SEX IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL
STUDENTS REGISTERING FOR DEGREE IN FALL OF 1932-1933 ACADEMIC YEAR

Institution	Number of students leaving during or at end of 4-year period without obtaining degree	Number and percentage of students leaving university because of																													
		Dismissal for poor work			Dismissal for other causes			Finances			Death in family			Sickness			Needed at home			Lacked interest			Taking position			Miscellaneous causes			Not stated		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																															
U. S. Survey Total (1931)	5,872	22.2	10.4	18.9	1.0	0.7	0.9	11.2	9.5	10.8	0.7	0.4	0.6	3.1	5.9	3.8	0.8	1.0	0.9	8.8	7.8	8.6				6.7	10.8	7.8	45.5	55.5	48.2
Total (1932-33) Nebr. Survey	1,443	0.9	0.0	0.4	0.1	0.0	0.1	14.2	8.5	11.0	0.8	0.3	0.5	0.6	0.6	0.6	1.1	0.8	0.9	1.8	1.8	1.8	6.9	8.3	7.7	3.8	5.1	4.5	69.8	74.6	72.5
12	57	0.0	0.0	0.0	0.0	0.0	0.0	21.9	36.0	28.1	3.1	0.0	1.8	0.0	4.0	1.8	3.1	0.0	1.8	12.5	12.0	12.3	28.1	20.0	24.6	15.6	20.0	17.5	15.6	3.0	12.3
16	601	1.8	0.0	1.0	0.0	0.0	0.0	17.8	11.7	15.1	1.2	0.8	1.0	0.9	0.4	0.7	1.2	1.1	1.2	1.5	3.4	2.3	3.3	8.7	5.7	2.7	7.2	4.7	69.7	66.7	68.4
24	123	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0
28	235	0.0	0.0	0.0	1.3	0.0	0.4	7.9	6.9	7.[illegible]	0.0	0.0	0.0	0.0	0.6	0.4	2.6	0.6	1.3	2.6	0.0	0.9	14.5	16.4	15.7	0.0	3.8	2.6	71.0	71.7	71.5
32	266	0.0	0.0	0.0	0.0	0.0	0.0	12.0	3.4	6.4	0.0	0.0	0.0	0.0	0.6	0.4	0.0	0.0	0.0	1.1	1.1	1.1	6.5	3.4	4.5	6.5	3.4	4.5	74.0	87.9	83.1
44	161	0.0	0.0	0.0	0.0	0.0	0.0	14.5	9.4	11.2	0.0	0.0	0.0	1.8	0.9	1.2	0.0	1.9	1.2	0.0	0.0	0.0	14.5	5.7	8.7	9.1	3.8	5.6	60.0	78.3	72.1
PRIVATELY CONTROLLED																															
U. S. Survey Total (1931)	3,433	19.2	13.3	17.4	1.3	1.6	1.4	14.4	17.4	15.3	0.8	0.2	0.6	2.6	5.9	3.6	0.7	0.7	0.7	2.2	1.2	1.9	0.0	0.0	0.0	21.3	15.8	19.6	37.5	44.0	39.5
Total (1932-33) Nebr. Survey	609	0.8	0.0	0.4	0.5	0.0	0.3	13.5	16.4	14.7	0.3	0.0	0.2	1.1	2.6	1.6	0.3	1.7	0.8	0.8	0.9	0.8	3.4	11.6	6.6	5.6	11.2	7.7	73.7	55.6	66.9
5	32	0.0	0.0	0.0	0.0	0.0	0.0	43.8	31.3	37.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	6.3	6.3	6.3	0.0	3.1	43.8	62.5	53.1
15	16	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	25.0	0.0	0.0	0.0	0.0	6.3	6.3	0.0	0.0	0.0	0.0	6.3	6.3	0.0	37.5	37.5	0.0	12.5	12.5	0.0	12.5	12.5
25	12	0.0	0.0	0.0	0.0	0.0	0.0	16.7	50.0	33.3	0.0	0.0	0.0	16.7	0.0	8.4	0.0	0.0	0.0	0.0	0.0	0.0	33.3	16.7	24.9	0.0	16.7	8.4	33.3	16.7	24.9
35	57	0.0	0.0	0.0	0.0	0.0	0.0	6.1	4.2	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.2	1.8	0.0	4.2	1.8	15.2	20.8	17.5	78.8	66.7	73.7
45	25	0.0	0.0	0.0	0.0	0.0	0.0	40.0	40.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	4.0	0.0	0.0	0.0	20.0	0.0	12.0	13.3	20.0	16.0	26.6	30.0	28.0
55	51	0.0	0.0	0.0	0.0	0.0	0.0	26.7	9.5	19.6	0.0	0.0	0.0	0.0	14.3	5.9	0.0	4.8	2.0	0.0	0.0	0.0	0.0	9.5	3.9	10.0	0.0	5.9	63.3	61.9	62.7
65	138	2.3	0.0	2.2	0.8	0.0	0.7	12.2	14.3	12.3	0.0	0.0	0.0	0.8	0.0	0.7	0.8	0.0	0.7	0.8	0.0	0.7	1.5	0.0	0.7	0.8	0.0	0.7	80.9	85.7	81.2
75	79	0.0	0.0	0.0	0.0	0.0	0.0	2.4	23.7	12.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.6	1.3	0.0	0.0	0.0	0.0	13.2	6.3	9.8	0.0	5.1	87.8	60.6	74.7
85	94	0.0	0.0	0.0	0.0	0.0	0.0	9.6	9.5	9.6	0.0	0.0	0.0	0.0	2.4	1.1	0.0	0.0	0.0	1.9	0.0	1.1	3.8	2.4	3.2	5.8	9.5	7.4	78.8	76.2	77.7
95	105	0.0	0.0	0.0	1.9	0.0	1.0	9.4	9.6	9.5	1.9	0.0	1.0	3.8	1.9	2.9	0.0	1.9	1.0	1.9	0.0	1.0	7.5	19.2	13.3	3.8	23.1	13.3	69.8	44.2	57.2

TABLE 18: CAUSES OF STUDENT MORTALITY IN COLLEGES OF NEBRASKA UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL
STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-32 (1931) AND 1932-33 (1932) ACADEMIC YEARS

College	Number of students leaving during or at end of 4-year period without obtaining degree	Percentage of students leaving university because of--									
		Dismissal for poor work	Dismissal for other causes	Finances	Death in family	Sickness	Needed at home	Lacked interest	Taking position	Graduated	Miscellaneous causes	Not stated
	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Publicly Controlled												
College of Agriculture												
U. S. Survey Total (1931)	508	23.0	0.8	15.4	1.[illegible]	3.8	1.8	3.4			11.0	39.8
16-01 (1931)	91	0.0	0.0	19.8	2.2	1.1	[illegible]	2.2	4.4	1.1	5.5	58.2
16-01 (1932)	53	0.0	0.0	24.5	0.0	0.0	7.5	0.0	1.9	0.0	7.5	58.5
College of Arts & Science												
U. S. Survey Total (1931)	2,107	16.8	1.0	6.8	0.5	3.0	[illegible]	9.5			5.4	56.5
16-02 (1931)	148	0.0	0.0	14.9	0.6	2.7	[illegible]	2.7	3.4	1.3	8.1	66.2
16-02 (1932)	127	1.6	0.0	11.8	0.0	2.4	[illegible]	4.7	4.7	0.8	8.7	65.4
College of Business Admin.												
U. S. Survey Total (1931)	803	23.4	0.9	9.5	0.5	3.0	1.1	13.9			4.6	43.1
16-03 (1931)	107	0.9	0.0	17.8	0.9	0.0	0.0	0.9	6.5	0.0	1.9	71.0
16-03 (1932)	90	0.0	0.0	8.9	3.3	1.1	1.1	1.1	7.8	1.1	0.0	75.6
College of Engineering												
U. S. Survey Total (1931)	989	20.6	0.8	12.6	0.7	4.2	0.4	4.2			9.6	46.9
16-04 (1931)	83	1.2	0.0	18.1	1.2	0.0	1.2	[illegible]	9.6	0.0	1.2	62.6
16-04 (1932)	66	3.0	0.0	19.7	0.0	0.0	[illegible]	3.[illegible]	[illegible].5	0.0	3.0	69.7
College of Law												
U. S. Survey Total (1931)	35	31.4	2.9	11.4	0.0	2.9	[illegible]	0.0			14.3	37.1
16-09 (1931)	14	0.0	0.0	14.3	0.0	0.0	0.0	[illegible]	0.0	0.0	0.0	85.7
16-09 (1932)	25	0.0	0.0	8.0	4.0	0.0	0.0	0.[illegible]	8.0	0.0	0.0	80.0
Teachers College												
U. S. Survey Total (1931)	319	16.9	0.0	10.6	0.3	2.8	1.0	2.[illegible]			5.6	59.9
16-40 (1931)	140	1.4	0.0	17.1	1.4	0.7	0.0	3.6	5.0	0.7	2.9	67.1
16-40 (1932)	136	0.0	0.0	14.7	0.7	0.0	1.5	1.[illegible]	10.3	0.0	2.9	68.4
Privately Controlled												
College of Arts & Science												
U. S. Survey Total (1931)	1,814	13.7	1.3	17.4	0.6	[illegible]	0.7	[illegible]			20.8	40.0
65-02 (1931)	79	1.3	0.0	17.7	1.3	1.3	[illegible]	2.5	0.0	3.8	6.3	[illegible]
65-02 (1932)	69	2.9	1.4	13.0	0.0	0.0	1.4	0.0	1.5	1.5	1.5	[illegible]
95-02 (1931)	82	0.0	0.0	11.0	1.2	0.[illegible]	1.2	0.0	3.7	6.1	3.6	73.2
95-02 (1932)	72	0.0	1.4	9.6	1.4	[illegible]8	0.0	1.4	[illegible]	4.2	18.1	55.6
College of Business Admin.												
U. S. Survey Total (1931)	552	21.4	1.3	15.0	0.5	[illegible]	0.[illegible]	2.7			24.5	31.2
65-03 (1931)	61	1.6	0.0	13.2	1.6	[illegible]	[illegible]	1.6	1.6	0.0	1.6	78.7
65-03 (1932	38	0.0	0.0	10.5	[illegible]	[illegible]	[illegible]	0.0	0.0	5.3	0.0	84.2
College of Law												
U. S. Survey Total (1931)	27	44.4	0.0	[illegible]	[illegible]	[illegible]	[illegible]	0.0			11.1	37.1
65-09 (1931)	4	0.0	0.0	[illegible].0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
65-09 (1932)	11	0.0	0.0	18.2	[illegible]	[illegible]	[illegible]	0.0	0.0	0.0	0.0	81.8
Teachers College												
U. S. Survey Total (1931)	120	36.7	2.5	13.3	[illegible]	5.0	0	0.0			17.5	24.2
95-40 (1931)	38	0.0	0.0	15.[illegible]	[illegible]	[illegible]	[illegible]	0.0	18.4	2.6	2.6	60.5
95-40 (1932)	32	0.0	0.0	9.4	[illegible]	[illegible]	[illegible]	0.0	31.3	0.0	3.1	50.0

FACTORS INVOLVED IN STUDENT MORTALITY

The United States survey report states[5]--"Many factors of a sociological character obviously are involved in student mortality. Such factors operating on the students frequently exercise either a direct or indirect influence in causing them to leave college.

"Due to the limitations placed on the present study, it was possible to collect data on only a few of these factors. The particular ones selected related chiefly to certain phases of collegiate environment. Among them were: (1) age at entrance of student, (2) location of home of student. (3) place of lodging of student, (4) participation of student in extracurricular activities, and (5) engagement by student in part-time work. The relationship existing between each of these factors and student mortality on a basis of the data assembled in this study are presented separately."

Age at Entrance

The students registering for a degree in the fall of academic years 1931-32 and 1932-33 were segregated into the various age groups by sex. The number in each age group which left school was then determined and the percentage which such students were of the entire age group was calculated. Tables 25(a) and 25(b) give this information for all colleges and universities classified by type of control.

Participation in Extracurricular Activities

Tables 28(a) and 28(b) give the percentage of those reporting who engaged in extracurricular activities while in school. For the Nebraska survey, those reporting were very largely those who had left school during the 4-year period without obtaining a degree. In effect then this table shows

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[5] Ibid, p. 61.

TABLE 25 (a): STUDENT MORTALITY ACCORDING TO VARIOUS AGES AT ENTRANCE OF STUDENTS SEGREGATED AS TO SEX IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-1932 ACADEMIC YEAR

Institution	Students registering for degree at beginning of academic year 1931-32	Percentage of students leaving institution whose age at entrance was																	
		Less than 17 years			17 years			18 years			19 years			20 years or over			Not stated		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																			
U. S. Survey Total (1931)		48.1	50.0	48.8										72.2	86.9	74.1			
Total--Nebraska Survey	1,517	54.1	70.0	63.9	60.3	81.1	73.2	67.0	85.4	76.5	80.0	89.2	83.6	86.6	94.6	89.3	100.0	97.7	98.6
12	69				100.0	88.9	92.9	76.5	75.0	76.0	68.8	100.0	75.0	100.0	100.0	100.0	100.0	100.0	100.0
16	971	46.2	52.9	50.0	51.7	68.6	60.3	62.0	71.8	65.7	78.7	81.1	79.2	88.2	86.2	87.7	0.0	100.0	100.0
24	93	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
28	250	25.0	100.0	70.0	66.7	89.8	86.2	100.0	96.5	97.1	83.3	95.8	90.5	84.0	96.6	90.7	100.0	96.3	97.4
32	298	100.0	100.0	100.0	88.9	91.3	90.8	82.1	91.4	88.4	88.9	90.6	90.0	65.0	96.3	83.0	100.0	100.0	100.0
44	217	100.0	75.0	77.8	76.9	94.6	90.0	60.7	96.4	84.3	73.3	88.0	82.5	92.9	100.0	96.7	100.0	100.0	100.0
PRIVATELY CONTROLLED																			
U. S. Survey Total (1931)		48.1	42.6	45.7										72.9	67.3	68.9			
Total--Nebraska Survey	750	81.0	78.1	75.5	67.8	70.6	69.1	74.8	84.6	78.8	79.8	96.1	84.8	83.9	90.7	85.8	36.8	33.3	34.3
5	36	0.0	100.0	100.0	66.7	100.0	83.3	100.0	90.9	94.1	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15	13	0.0	100.0	100.0	0.0	75.0	75.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0
25	21	0.0	0.0	0.0	100.0	66.7	75.0	66.7	50.0	60.0	50.0	100.0	66.7	60.0	0.0	50.0	0.0	0.0	0.0
35	79	100.0	100.0	100.0	75.0	85.7	81.8	61.9	81.3	70.3	100.0	66.7	90.0	100.0	50.0	66.7	0.0	0.0	0.0
45	46	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	15.4	0.0	11.8
55	73	50.0	100.0	66.7	83.3	80.0	81.8	90.0	90.0	90.0	100.0	100.0	100.0	91.7	100.0	95.2	100.0	0.0	100.0
65	218	0.0	0.0	0.0	61.5	50.0	60.7	71.9	100.0	72.8	72.5	100.0	73.1	77.8	0.0	76.1	0.0	0.0	0.0
75	121	100.0	64.3	70.6	50.0	78.6	64.3	80.0	76.2	77.8	85.7	100.0	95.2	92.3	100.0	94.4	0.0	0.0	0.0
85	194	78.6	85.7	81.0	72.7	63.0	68.3	74.3	77.4	75.8	81.8	100.0	86.7	100.0	100.0	100.0	0.0	100.0	100.0
95	166	100.0	66.7	75.0	68.2	56.0	61.7	73.7	88.9	85.6	84.6	90.0	87.0	81.0	93.3	86.1	100.0	0.0	100.0

TABLE 25 (b): STUDENT MORTALITY ACCORDING TO VARIOUS AGES AT ENTRANCE OF STUDENTS SEGREGATED AS TO SEX IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1932-1933 ACADEMIC YEAR

	Students registering for degree at beginning of academic year 1932-33	Percentage of students leaving institution whose age at entrance was																	
		Less than 17 years			17 years			18 years			19 years			20 years or over			Not stated		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																			
U. S. Survey Total (1931)		48.1	50.0	48.8										72.2	86.9	74.1			
Total--Nebraska Survey	1,443	68.1	68.0	68.0	67.8	77.4	73.6	72.3	84.0	78.4	78.7	90.6	83.9	82.2	89.9	85.3	85.7	96.3	92.7
12	70	100.0	100.0	100.0	77.8	100.0	85.7	86.7	66.7	75.8	100.0	100.0	100.0	90.0	50.0	83.3	100.0	50.0	66.7
16	876	65.0	51.3	55.9	62.9	67.8	65.4	64.7	75.2	68.8	70.5	78.8	72.7	77.3	86.2	80.0	0.0	100.0	100.0
24	123	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
28	264	100.0	91.7	92.3	90.5	86.0	87.5	79.2	91.1	87.0	83.3	86.7	85.7	85.0	91.3	88.4	83.3	100.0	94.4
32	303	0.0	88.9	80.0	63.6	89.4	81.2	63.9	95.8	81.7	94.7	97.1	96.3	81.3	84.2	83.4	75.0	85.7	81.8
44	193	100.0	80.0	83.3	73.7	85.1	81.8	77.8	82.9	80.6	90.0	100.0	94.4	69.2	95.5	85.7	0.0	0.0	0.0
PRIVATELY CONTROLLED																			
U. S. Survey Total (1931)		48.1	42.6	45.7										72.9	67.3	68.9			
Total--Nebraska Survey	609	72.2	75.0	73.7	70.7	70.0	70.4	77.8	84.4	80.4	77.5	94.1	81.6	83.0	96.6	86.0	58.3	75.0	66.7
5	33	100.0	0.0	100.0	100.0	100.0	100.0	100.0	91.7	95.0	100.0	0.0	100.0	100.0	100.0	100.0	0.0	100.0	100.0
15	16	0.0	0.0	0.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0
25	17	0.0	100.0	50.0	100.0	100.0	100.0	66.7	75.0	71.4	100.0	33.3	50.0	100.0	0.0	100.0	0.0	0.0	0.0
35	76	83.3	60.0	72.7	72.7	69.2	70.8	80.0	66.7	73.3	85.7	100.0	87.5	100.0	100.0	100.0	0.0	0.0	0.0
45	33	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0	0.0	0.0	28.6	33.3	33.3
55	53	100.0	100.0	100.0	100.0	100.0	100.0	90.9	100.0	94.4	91.7	100.0	93.8	100.0	100.0	100.0	0.0	0.0	0.0
65	198	33.3	0.0	25.0	58.6	66.6	59.4	62.9	75.0	66.6	77.1	100.0	77.6	80.4	100.0	80.9	0.0	0.0	0.0
75	93	100.0	100.0	100.0	84.6	77.8	80.6	65.0	85.7	85.1	50.0	100.0	75.0	88.9	100.0	92.9	100.0	100.0	100.0
85	130	100.0	100.0	100.0	71.4	54.2	60.5	79.3	77.3	78.4	54.5	100.0	94.1	73.3	66.7	72.2	100.0	0.0	100.0
95	126	66.7	50.0	57.1	66.7	60.0	63.2	88.9	87.5	88.1	84.6	100.0	91.3	83.3	100.0	90.0	100.0	50.0	80.0

TABLE 28 (a): STUDENT MORTALITY ACCORDING TO PARTICIPATION OF STUDENTS SEGREGATED AS TO SEX IN EXTRACURRICULAR ACTIVITIES IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-1932 ACADEMIC YEAR

Institution	Number of students leaving during or at end of 4-year period without obtaining degree, who reported on extracurricular activities		Percentage of students leaving institution who participated in--																				
			Extracurricular activities			Football			Basketball			Baseball			Track and Field			Golf			Tennis		
	Total	Number Reporting	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																							
U. S. Survey Total (1931)		4,453	22.6	26.2	23.6	3.5		2.5	2.2	0.8	1.8	1.7	0.2	1.3	2.5	1.0	2.1						
Total Nebraska Survey	1,517	448	55.1	50.0	52.7	14.0	0.0	7.4	6.4	4.2	5.4	1.7	0.0	0.9	10.2	0.0	5.4	2.1	0.0	1.1	4.2	3.8	4.0
12	57	57	47.2	61.9	52.6	16.7	0.0	10.5	11.1	9.5	10.5	0.0	0.0	0.0	2.8	0.0	1.8	2.8	0.0	1.8	8.3	4.8	7.0
16	661	221	50.0	45.0	48.0	9.2	0.0	5.4	5.4	4.4	5.0	3.8	2.2	3.2	11.5	0.0	6.8	3.1	0.0	1.8	8.5	7.7	8.1
24	93	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
28	250	85	64.0	48.3	52.9	12.0	0.0	3.5	8.0	1.7	3.5	4.0	0.0	1.2	24.0	0.0	7.1	0.0	0.0	0.0	4.0	5.0	4.7
32	267	37	60.9	57.1	59.5	21.7	0.0	13.5	4.3	14.3	8.1	0.0	0.0	0.0	8.7	0.0	5.4	4.3	0.0	2.7	4.3	0.0	2.7
44	189	48	81.8	57.7	68.8	31.8	0.0	14.5	9.1	0.0	4.2	0.0	0.0	0.0	18.2	0.0	8.3	0.0	0.0	0.0	0.0	3.8	2.1
PRIVATELY CONTROLLED																							
U. S. Survey Total (1931)		3,373	31.2	35.0	32.4	6.3		4.4	3.0	2.6	2.9	2.1	1.4	1.2	3.8	1.9	3.2						
Total Nebraska Survey	750	276	68.1	68.2	68.1	11.1	0.8	6.2	22.9	4.5	14.1	6.9	0.0	3.6	15.3	0.0	8.0	1.4	0.8	1.1	8.3	12.9	10.5
5	34	19	71.4	91.7	84.2	28.6	0.0	10.5	42.8	0.0	15.8	0.0	0.0	0.0	14.3	0.0	5.3	0.0	0.0	0.0	0.0	8.3	5.3
15	12	12	0.0	66.7	66.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.3	8.3	0.0	16.7	16.7
25	13	13	62.5	80.0	69.2	0.0	0.0	0.0	50.0	0.0	30.8	12.5	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0	7.7
35	60	25	90.0	80.0	84.0	20.0	0.0	8.0	10.0	6.7	8.0	0.0	0.0	0.0	30.0	0.0	12.0	0.0	0.0	0.0	10.0	13.3	12.0
45	31	28	66.7	75.0	71.4	8.3	6.3	7.1	41.7	0.0	17.9	33.3	0.0	14.3	25.0	0.0	10.7	0.0	0.0	0.0	16.7	18.8	17.9
55	67	22	81.8	27.3	54.5	0.0	0.0	0.0	45.5	9.1	27.3	18.2	0.0	9.1	0.0	0.0	0.0	0.0	0.0	0.0	9.1	0.0	4.5
65	157	44	59.1	0.0	59.1	15.9	0.0	15.9	13.6	0.0	13.6	6.8	0.0	6.8	6.8	0.0	6.8	0.0	0.0	0.0	4.5	0.0	4.5
75	95	25	54.5	64.3	60.0	9.1	0.0	4.0	27.0	0.0	12.0	0.0	0.0	0.0	45.5	0.0	20.0	0.0	0.0	0.0	0.0	14.3	8.0
85	151	43	72.0	72.2	72.1	8.0	0.0	4.7	20.	16.7	18.6	0.0	0.0	0.0	24.1	0.0	14.0	0.0	0.0	0.0	4.0	5.6	4.7
95	130	45	75.0	62.1	66.7	6.3	0.0	2.2	6.3	3.4	4.4	0.0	0.0	0.0	6.3	0.0	2.2	12.5	0.0	4.4	31.3	17.2	22.2

TABLE 28 (a) (Continued): STUDENT MORTALITY ACCORDING TO PARTICIPATION OF STUDENTS SEGREGATED AS TO SEX IN EXTRACURRICULAR ACTIVITIES IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-1932 ACADEMIC YEAR

Institution	Number of students leaving during or at end of 4-year period without obtaining degree, who reported on extracurricular activities		Percentage of students leaving institution who participated in--																	
			Dramatics			Debating			Musical Club			College Paper			College Annual			Other		
Institution	Total	Number Reporting	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																				
U. S. Survey Total (1931)		4,453	1.0	2.9	1.5	0.7	0.5	0.7	2.3	3.7	2.7	2.2	3.4	2.6				11.8	15.2	12.8
Total Nebraska Survey	1,527	448	3.8	7.5	5.6	1.3	0.0	0.7	10.5	9.0	9.8	5.9	2.8	4.5	1.7	2.4	2.0	13.6	32.1	22.3
12	57	57	5.6	14.3	8.8	0.0	0.0	0.0	8.3	19.0	12.3	11.1	4.8	8.8	0.0	0.0	0.0	13.9	47.6	26.3
16	221	221	0.8	3.3	1.8	0.8	0.0	0.5	3.8	5.5	4.5	5.4	0.0	3.2	2.3	3.3	2.7	20.0	36.8	24.9
24	123	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
28	235	85	12.0	6.7	8.2	4.0	0.0	1.2	24.0	10.0	14.1	8.0	5.0	5.9	8.0	3.3	4.7	20.0	31.6	28.2
32	266	37	8.7	7.1	8.1	4.3	0.0	2.7	21.7	21.4	21.6	4.3	7.1	5.4	4.3	0.0	2.7	21.7	35.7	27.0
44	161	48	4.5	19.2	12.5	4.5	0.0	2.1	36.4	3.8	18.7	0.0	3.8	2.1	0.0	0.0	0.0	18.2	42.3	31.3
PRIVATELY CONTROLLED																				
U. S. Survey Total (1931)		3,373	1.0	2.9	1.5	0.7	0.5	0.7	2.3	3.7	2.7	2.2	3.4	2.6				11.8	15.2	12.8
Total Nebraska Survey	750	276	10.4	17.4	13.8	5.6	3.0	4.3	20.8	29.5	25.0	7.6	9.1	8.3	4.9	6.1	5.4	17.4	30.3	[illegible]
5	32	19	0.0	41.7	0.0	14.3	0.0	5.3	14.3	33.3	26.3	0.0	8.3	5.3	0.0	0.0	0.0	0.0	16.6	10.5
15	16	12	0.0	25.0	25.0	0.0	8.3	8.3	0.0	50.0	50.0	0.0	0.0	0.0	0.0	8.3	8.3	0.0	25.0	25.0
25	12	13	12.5	20.0	15.4	12.5	0.0	7.7	25.0	60.0	38.5	0.0	60.0	23.1	0.0	60.0	23.1	21.5	0.0	7.7
35	57	25	10.0	26.7	20.0	10.0	0.0	4.0	30.0	20.0	24.0	30.0	33.3	32.0	0.0	13.3	8.0	20.0	60.0	44.0
45	25	28	16.7	31.3	25.0	0.0	12.5	7.1	16.7	25.0	21.4	0.0	5.9	3.6	0.0	0.0	0.0	16.7	50.0	35.7
55	51	22	0.0	9.1	4.5	9.1	0.0	4.5	18.2	9.1	13.6	0.0	9.1	4.5	0.0	0.0	0.0	9.1	0.0	4.5
65	138	44	11.4	0.0	11.4	4.5	0.0	4.5	18.2	0.0	18.2	13.6	0.0	13.6	4.5	0.0	4.5	25.0	0.0	25.0
75	79	25	0.0	7.1	4.0	0.0	0.0	0.0	0.0	35.7	20.0	0.0	7.1	4.0	9.1	0.0	4.0	27.3	35.7	32.0
85	94	43	16.0	16.7	16.3	4.0	5.6	4.7	20.0	22.2	20.9	4.0	0.0	2.3	4.0	5.6	4.7	12.0	38.9	23.3
95	105	45	12.5	0.0	4.4	6.3	0.0	2.2	43.8	31.0	35.6	6.3	0.0	2.2	18.8	3.4	8.9	12.5	20.7	17.8

TABLE 28 (b): STUDENT MORTALITY ACCORDING TO PARTICIPATION OF STUDENTS SEGREGATED AS TO SEX IN EXTRACURRICULAR ACTIVITIES IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1932-1933 ACADEMIC YEAR

Institution	Number of students leaving during or at end of 4-year period without obtaining degree, who reported on extracurricular activities		Percentage of students leaving institution who participated in--																				
			Extracurricular activities			Football			Basketball			Baseball			Track and field			Golf			Tennis		
	Total	Number Reporting	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																							
U. S. Survey Total (1931)'	[illegible]	4,453	22.6	26.2	23.6	3.5		[illegible]	2.2	0.8	1.8	1.7	0.2	1.3	2.5	1.0	2.1						
Total Nebraska Survey	1,443	[illegible]	50.9	43.3	47.1	13.0	0.0	6.5	11.6	4.2	7.8	0.9	0.5	0.7	6.9	0.5	3.7	1.9	0.9	1.4	8.8	6.5	7.7
12	57	57	28.1	48.0	36.8	9.4	0.0	5.3	6.3	8.0	7.0	0.0	0.0	0.0	6.3	0.0	3.5	0.0	4.0	1.8	3.1	4.0	3.5
16	601	[illegible]	49.5	31.5	41.3	10.3	0.0	5.6	8.4	2.2	5.6	0.9	1.1	1.0	4.7	0.0	2.6	0.9	0.0	0.5	8.4	4.5	6.6
24	123	[illegible]	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
28	235	[illegible]	64.3	51.9	56.1	17.8	0.0	6.1	17.8	5.6	9.8	0.0	0.0	0.0	3.6	1.8	2.4	7.1	1.8	3.7	14.3	7.4	9.8
32	266	[illegible]	48.1	54.5	51.0	7.4	0.0	4.1	7.4	0.0	4.1	3.7	0.0	2.0	3.7	0.0	2.0	0.0	0.0	0.0	0.0	13.6	6.1
44	161	[illegible]	77.3	52.0	63.8	31.8	0.0	14.9	31.8	8.0	19.1	0.0	0.0	0.0	27.3	0.0	12.8	4.5	0.0	2.1	22.7	8.0	14.9
PRIVATELY CONTROLLED																							
U. S. Survey Total (1931)		3,373	31.2	35.0	32.4	6.3		4.4	3.0	2.6	2.9	2.1	1.4	1.2	3.8	1.9	3.2						
Total Nebraska Survey	609	234	64.0	60.0	62.0	17.5	0.0	8.5	22.8	7.5	15.0	5.3	3.3	4.3	14.0	0.0	6.8	4.4	3.3	3.8	16.7	16.7	16.7
5	32	19	77.8	80.0	78.9	33.3	0.0	15.8	44.4	10.0	26.3	22.2	0.0	10.5	22.2	0.0	10.5	11.1	0.0	5.3	55.6	40.0	47.4
15	16	16	0.0	68.7	68.7	0.0	0.0	0.0	0.0	18.8	18.8	0.0	12.5	12.5	0.0	0.0	0.0	0.0	12.5	12.5	0.0	25.0	25.0
25	12	12	83.3	80.0	69.2	0.0	0.0	0.0	33.3	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.7	0.0	8.3
35	57	21	55.6	66.7	61.9	22.2	0.0	9.5	33.3	0.0	14.3	0.0	0.0	0.0	22.2	0.0	9.5	0.0	0.0	0.0	22.2	8.3	14.3
45	25	20	61.5	57.1	60.0	0.0	0.0	0.0	23.1	28.5	25.0	7.7	14.3	10.0	7.7	0.0	5.0	15.4	0.0	10.0	38.5	42.8	40.0
55	51	19	54.5	25.0	42.1	0.0	0.0	0.0	9.1	0.0	5.3	18.2	0.0	10.5	0.0	0.0	0.0	9.1	0.0	5.3	18.2	0.0	10.5
65	138	30	64.3	0.0	60.0	17.9	0.0	16.7	17.9	0.0	16.7	0.0	0.0	0.0	10.7	0.0	10.0	0.0	0.0	0.0	3.6	0.0	3.3
75	79	26	50.0	65.0	61.5	0.0	0.0	0.0	3.3	5.0	11.5	1.7	0.0	3.8	0.0	0.0	0.0	0.0	5.0	3.8	1.7	15.0	15.4
85	94	23	53.8	70.0	60.9	15.4	0.0	8.7	0.0	0.0	0.0	0.0	0.0	0.0	30.8	0.0	17.4	0.0	10.0	4.3	0.0	0.0	0.0
95	105	48	73.7	58.6	64.6	42.1	0.0	16.7	31.6	6.9	16.7	0.0	3.4	2.1	21.1	0.0	8.3	5.3	0.0	2.1	10.5	17.2	14.6

TABLE 28 (b) (Continued): STUDENT MORTALITY ACCORDING TO PARTICIPATION OF STUDENTS SEGREGATED AS TO SEX IN EXTRACURRICULAR ACTIVITIES IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1932-1933 ACADEMIC YEAR

Institution	Number of students leaving during or at end of 4-year period without obtaining degree, who reported on extracurricular activities		Percentage of students leaving institution who participated in--																	
			Dramatics			Debating			Musical Club			College Paper			College Annual			Other		
	Total	Number Reporting	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																				
U. S. Survey Total (1931)		4,453	1.0	2.9	1.5	0.7	0.5	0.7	2.3	3.7	2.7	2.2	3.4	2.6				11.8	15.2	12.8
Total Nebraska Survey	1,443	431	5.6	6.0	5.8	1.9	0.0	0.9	8.8	13.5	11.1	4.2	1.4	2.8	1.4	0.9	1.2	17.1	25.6	21.3
12	57	57	3.1	4.0	3.5	0.0	0.0	0.0	12.5	4.0	8.8	3.1	0.0	1.3	3.1	0.0	1.8	3.1	32.0	15.8
16	601	196	1.9	4.5	3.1	0.9	0.0	0.5	6.5	9.0	7.7	1.9	2.2	2.0	0.0	0.0	0.0	21.5	19.1	20.4
24	123	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
28	235	82	7.1	7.4	7.3	10.7	0.0	5.7	7.1	15.9	19.5	10.7	0.0	5.7	3.6	0.0	1.2	17.8	29.6	25.6
32	266	49	11.1	0.0	6.1	0.0	0.0	0.0	14.8	13.6	14.3	11.1	4.5	8.2	3.7	4.5	4.1	14.8	27.3	20.4
44	161	47	18.2	16.0	17.0	0.0	0.0	0.0	9.1	12.0	10.6	0.0	0.0	0.0	0.0	4.0	2.1	18.2	32.0	25.5
PRIVATELY CONTROLLED																				
U. S. Survey Total (1931)		3,373	1.0	2.9	1.5	0.7	0.5	0.7	2.3	3.7	2.7	2.2	3.4	2.6				11.8	15.2	12.8
Total Nebraska Survey	609	431	5.6	6.0	5.8	1.9	0.0	0.9	8.8	13.5	11.1	4.2	1.4	2.8	1.4	0.9	1.2	17.1	25.6	21.3
5	32	19	0.0	0.0	21.1	11.1	20.0	15.8	11.1	40.0	26.3	11.1	10.0	10.5	0.0	0.0	0.0	11.1	0.0	5.3
15	16	16	0.0	37.5	37.5	0.0	18.8	18.8	0.0	31.3	31.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.5	12.5
25	12	12	16.7	0.0	8.3	16.7	0.0	8.3	33.3	16.7	25.0	16.7	0.0	8.3	16.7	0.0	8.3	50.0	16.7	33.3
35	57	21	11.1	16.7	14.3	0.0	8.3	4.8	22.2	33.3	28.6	22.2	0.0	9.5	0.0	0.0	0.0	0.0	41.7	23.8
45	25	20	7.7	42.8	20.0	0.0	0.0	0.0	30.8	28.6	30.0	7.7	0.0	5.0	0.0	0.0	0.0	15.4	28.6	20.0
55	51	19	0.0	0.0	0.0	0.0	0.0	0.0	27.3	1.3	21.1	0.0	2.5	10.5	0.0	0.0	0.0	27.3	0.0	15.8
65	138	30	7.1	0.0	6.7	0.0	0.0	0.0	14.3	0.0	13.3	0.0	0.0	0.0	0.0	0.0	0.0	17.9	0.0	16.7
75	79	26	1.7	20.0	19.2	1.7	10.0	11.5	1.7	15.0	15.4	0.0	5.0	3.8	0.0	10.0	7.7	0.0	30.0	23.1
85	94	23	0.0	10.0	4.3	0.0	0.0	0.0	15.4	30.0	21.7	7.7	10.0	8.7	0.0	0.0	0.0	23.1	30.0	26.1
95	105	48	15.8	10.3	12.5	0.0	0.0	0.0	5.3	17.2	12.5	5.3	6.9	6.2	0.0	0.0	0.0	10.5	34.5	25.0

to what extent the "drop outs" from Nebraska colleges and universities participated in extracurricular activities and does not give the comparison of the "drop out" group with all students registering. Special attention is also called to the fact that one student may have participated in more than one activity and that each activity is listed in calculating the percentages of participation in the respective activities.

Engagement in Part-Time Work

The data for this topic came from the returned questionnaires and so only partially cover those who left the colleges or universities during or at the end of the 4-year period without obtaining a degree. Of all students that left, distribution was made according to those who did not engage in part-time work, those who did engage in part-time work, and those who did not report. Tables 29(a) and 29(b) give the percentages of the drop outs that participated in part-time work, did not participate in part-time work and did not state.

TABLE 29 (a): STUDENT MORTALITY ACCORDING TO ENGAGEMENT BY STUDENTS SEGREGATED AS TO SEX IN PART-TIME WORK IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-1932 ACADEMIC YEAR

Institution	Number of Students Leaving During or At End of 4-year Period Without Obtaining Degree	Percentage of students leaving institution who--																				
		Did Not Engage In Part Time Work			Engaged in part-time work defraying--																	
					All of College Expenses			A Half Of College Expenses			A Fourth Of College Expenses			Other Proportions Of College Expenses			All or Part Of College Expenses			Not Stated		
	Total	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.
Publicly Controlled																						
U. S. Survey Total (1931)	1,125	59.3	73.4	61.4	5.1	2.9	4.8										40.7	26.6	38.6			
Total Nebraska Survey	1,517	15.2	[illegible]	[illegible]	8.4	2.	5.2	6.1	3.7	[illegible]	[illegible]	[illegible]	2.3	1.8	2.0	1.9	19.7	9.5	14.1	65.1	74.9	70.5
12	57	[illegible]	57.1	42.1	[illegible]	9.5	[illegible]	19.4	[illegible]	[illegible]	19.4	[illegible]	15.8	2.8	4.8	3.5	66.6	42.8	57.9	[illegible]	0.0	0.0
16	631	16.8	[illegible]	18.6	8.1	3.0	[illegible]	[illegible]	3.4	3.9	[illegible]	1.9	2.0	1.5	4.1	2.6	15.9	12.4	14.6	67.2	66.4	66.9
24	93	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0
28	250	[illegible]	19.8	16.8	10.3	1.6	4.0	11.8	7.7	8.8	4.4	1.6	2.4	1.5	2.2	2.0	28.0	13.1	17.2	63.2	67.0	66.0
32	267	10.3	4.8	[illegible]	5.1	1.6	2.6	[illegible]	0.5	1.9	6.4	0.0	1.0	2.6	0.5	1.1	19.2	2.6	7.5	70.5	92.6	86.1
44	189	20.4	12.6	[illegible]	5.3	3.7	[illegible]	9.3	2.2	[illegible]	[illegible]	[illegible]	0.5	3.7	0.0	1.1	22.3	6.6	11.1	57.4	80.7	74.1
Privately Controlled																						
U. S. Survey Total (1931)	1,088	67.2	81.6	71.5	6.4	1.8	5.1										37.2	21.2	33.6			
Total Nebraska Survey	750	12.9	25.6	18.1	5.8	2.3	4.3	6.3	6.5	6.4	2.9	1.9	2.5	4.8	6.1	5.4	19.8	16.8	18.6	67.3	57.6	63.3
5	34	7.1	55.0	36.3	7.1	0.0	2.9	14.3	0.0	5.9	7.1	0.0	2.9	7.1	6.0	5.9	35.6	5.0	17.6	57.1	40.0	47.1
15	12	0.0	66.7	66.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.7	16.7	0.0	16.7	16.7	0.0	33.4	33.4	0.0	0.0	0.0
25	13	37.5	40.0	38.5	0.0	0.0	0.0	0.0	20.0	7.7	12.5	0.0	7.7	50.0	20.0	38.5	62.5	40.0	53.9	0.0	20.0	7.7
35	60	14.3	28.1	21.7	0.0	0.0	0.0	7.1	6.3	6.7	7.1	0.0	3.3	7.1	12.5	10.0	21.3	18.8	20.0	64.3	53.0	58.3
45	31	35.7	29.4	32.3	14.3	5.9	9.7	14.3	47.1	32.3	7.1	0.0	3.2	14.3	11.8	12.9	50.0	64.8	58.1	14.3	5.9	.7
55	67	5.6	16.1	10.4	13.9	6.5	10.4	8.3	0.0	4.5	2.8	6.5	4.5	0.0	6.5	3.0	25.0	19.5	[illegible]	69.4	[illegible]	67.2
65	157	14.5	0.0	14.0	5.3	0.0	5.1	5.3	0.0	5.1	2.0	0.0	1.9	2.0	0.0	1.9	14.6	0.0	14.0	71.1	100.0	[illegible]
75	95	15.0	14.5	14.7	5.0	5.5	5.3	2.5	1.8	2.1	2.5	0.0	1.1	[illegible]	3.6	3.2	12.5	10.9	11.7	72.5	74.5	73.7
85	151	6.7	18.0	11.3	3.3	0.0	2.0	8.9	8.2	8.6	2.2	[illegible]	1.3	7.8	3.3	[illegible]	[illegible]	11.5	17.9	[illegible]	70.5	[illegible]
95	130	13.6	28.2	21.5	6.8	1.4	[illegible]	3.4	4.2	3.8	1.7	.8	.3	1.7	4.2	3.1	13.5	12.6	13.0	72.9	59.2	65.4

TABLE 29 (b): STUDENT MORTALITY ACCORDING TO ENGAGEMENT BY STUDENTS SEGREGATED AS TO SEX IN PART-TIME WORK IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1932-1933 ACADEMIC YEAR

Institution	Number of Students Leaving During or At End of 4-year Period Without Obtaining Degree	Percentage of students leaving institution who--																				
		Did Not Engage In Part Time Work			Engaged in part-time work defraying--																	
					All of College Expenses			A Half Of College Expenses			A Fourth Of College Expenses			Other Proportions Of College Expenses			All or Part Of College Expenses			Not Stated		
	Total	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.
Publicly Controlled																						
U. S. Survey Total (1931)	1,125	59.3	73.4	61.4	5.1	2.9	4.8										40.7	26.6	38.6			
Total Nebraska Survey	1,443	11.6	17.8	14.9	7.4	1.6	4.1	7.2	3.5	5.2	3.7	2.5	3.0	3.1	1.8	2.6	21.4	9.4	14.9	67.0	72.8	70.2
12	57	18.8	72.0	42.1	28.1	8.0	19.3	21.9	4.0	14.0	15.6	4.0	10.5	15.6	12.0	14.0	81.2	28.0	57.8	0.0	0.0	0.0
16	601	11.6	19.7	15.1	6.8	1.9	4.7	6.8	5.7	6.3	4.2	3.8	4.0	2.1	2.7	2.3	19.9	14.1	17.3	68.5	66.3	[illegible]
24	123	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0
28	235	13.2	23.3	20.0	7.9	2.5	4.3	9.2	5.0	6.4	2.6	2.5	2.6	2.6	0.6	1.3	22.3	10.6	14.6	64.5	66.0	[illegible]
32	266	10.9	9.2	9.8	6.5	0.0	2.3	5.4	1.1	2.6	2.2	1.1	1.5	4.3	1.1	2.3	18.4	3.3	8.7	70.7	87.4	81.6
44	161	20.0	17.0	18.0	7.3	1.9	3.7	9.1	1.9	4.3	1.8	1.9	1.9	3.6	0.9	1.9	21.8	6.6	11.8	53.2	76.4	70.2
Privately Controlled																						
U. S. Survey Total (1931)	1,088	67.2	81.6	71.5	6.4	1.8	5.1										37.2	21.2	33.6			
Total Nebraska Survey	609	10.1	32.8	[illegible]	5.3	2.6	4.3	5.3	3.4	4.6	[illegible]	6.0	5.7	3.7	5.6	4.4	19.9	17.6	19.0	70.0	49.6	62.3
5	32	25.0	56.3	[illegible]	12.5	0.0	6.3	6.3	0.0	3.1	6.3	0.0	3.1	0.0	0.0	0.0	25.1	0.0	12.5	50.0	43.8	46.9
15	16	0.0	93.8	93.8	0.0	6.2	6.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.2	6.2	0.0	0.0	0.0
25	12	16.7	83.3	50.0	33.3	0.0	16.7	16.7	16.7	16.7	33.3	0.0	16.7	0.0	0.0	0.0	83.3	16.7	50.1	0.0	0.0	0.0
35	57	24.2	33.3	28.1	3.0	0.0	1.8	0.0	4.2	1.8	0.0	8.3	3.5	0.0	4.2	1.8	3.0	16.7	8.9	72.7	50.0	63.2
45	25	6.7	40.0	20.0	13.3	10.0	12.0	33.3	10.0	24.0	13.3	10.0	12.0	20.0	0.0	12.0	79.9	30.0	60.0	13.3	30.0	20.0
55	51	0.0	14.3	5.9	3.3	4.8	3.9	10.0	4.8	7.3	10.0	14.3	11.8	13.3	4.8	9.8	36.6	28.7	33.3	63.3	57.1	60.8
65	138	9.2	14.3	9.4	3.8	0.0	3.6	4.6	0.0	4.3	2.3	14.3	2.9	1.5	0.0	1.4	12.2	14.3	12.2	78.6	71.4	78.3
75	79	[illegible]	21.1	13.9	0.0	0.0	0.0	2.4	2.6	2.5	0.0	13.2	6.3	4.9	7.9	6.3	7.3	23.7	15.1	85.4	55.3	70.9
85	[illegible]	7.7	14.3	10.6	5.8	2.4	4.3	1.9	.0	1.1	9.6	2.4	6.4	0.0	4.8	2.1	17.3	9.6	13.9	75.0	76.2	75.5
95	[illegible]	9.4	32.	21.0	7.5	3.8	5.7	3.8	5.8	4.8	9.4	1.9	5.7	5.7	11.5	8.6	26.4	23.0	24.8	64.2	44.2	54.3

Again quoting from the United States survey bulletin[6/]--"The determination of whether a causal relationship existed between academic achievement and student mortality constitutes one of the major phases of this study.

"Should it be established definitely that the students who left the universities commonly were deficient in academic achievements or did poorly in their academic work, a clear-cut issue is presented. This issue may be stated as follows: Either these students did not possess the necessary qualifications to pursue successfully the academic program provided for them by the universities or the academic program, including the curriculum, methods of instruction, and other phases, was such as to lack the essential appeal to the interest of the student.

"This problem was approached from three angles. The first concerned the load of academic work carried by the students. Before considering the connection between deficiency in academic achievement and student mortality, it was deemed necessary to discover as far as possible whether the academic load of the students might have been so burdensome as to be responsible for their withdrawal from the universities. The second consisted of showing the credit hours earned by the students who left the universities. The third comprised the main feature of the problem, that is whether the academic marks made by the students who left the universities were lower than the marks of students who remained to graduate."

Academic Load of Students

The question of whether the academic load of the student had any bearing on mortality has been approached from two angles. One approach

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[6/] Ibid. p. 77.

considers the credit hours registered for by the students in the semester or quarter when leaving the university, while the other approach is to compare the average credit hours registered per semester by the students who left the universities as compared with those who remained to obtain degrees.

In making the first approach, distribution was made of the students leaving the institution during or at the end of the 4-year period without a degree, according to the number of credit hours registered for in the semester when leaving. The percentages of the total number leaving which fall in each group were calculated. Tables 30(a) and 30(b) give such percentages for each group. Students are segregated as to sex and the colleges and universities are classified by type of control.

The second approach involved the determination of the average credit hour load per semester of all students in the institution. The students were then distributed according to the average credit hours registered for per semester from 12 or fewer hours to 19 or more hours. The percentage which those who left the universities were of all the students who registered for a degree was calculated for each group classified by the average credit hours registered for per semester. Tables 31(a) and 31(b) show the record of student mortality according to the average credit hour load of students segregated as to sex in Nebraska colleges and universities.

One measure of the relation between academic achievement and student mortality is contained in tables 32(a) and 32(b). These tables are designed to show to what extent the students who left the colleges and universities earned or failed to earn the credits for which they registered. Of all the students leaving each institution the number and percentage earning the same number of credit hours as registered for was determined. The remaining group was those who earned fewer hours than registered for during their last semester in school. Those who earned fewer credit hours were then

TABLE 30 (a): STUDENT MORTALITY ACCORDING TO CREDIT-HOUR LOAD OF STUDENTS SEGREGATED AS TO SEX IN SEMESTER OR QUARTER WHEN LEAVING INSTITUTION CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-1932 ACADEMIC YEAR

Institution	Number of students leaving during or at end of 4-year period without obtaining degree	Percentage of students whose credit-hours registered for in semester or quarter when leaving institution consisted of--																							
		12 credit-hours or fewer			13 credit-hours			14 credit-hours			15 credit-hours			16 credit-hours			17 credit-hours			18 credit-hours			19 or more credit-hours		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																									
. S. Survey Total (1931)	5,608	15.7	16.2	15.6	7.1	7.9	7.5	11.5	12.7	11.9	16.1	25.0	20.0	16.7	17.8	17.0	13.8	11.5	13.2	9.5	5.7	8.5	7.3	3.2	6.3
Total--Nebraska Survey	1,517	17.0	12.1	14.3	10.1	5.6	7.6	12.0	7.5	9.5	19.4	11.3	14.8	21.1	34.8	28.7	14.9	20.8	18.1	5.5	7.7	6.7	.1	.2	.2
12	57	2.8	28.6	12.3	8.3	9.5	8.8	8.3	14.3	10.5	11.1	4.8	8.8	19.4	19.0	19.3	38.9	19.0	31.6	8.3	4.8	7.0	2.8	0.0	1.8
16	661	16.5	13.8	15.4	12.7	9.0	11.2	14.0	11.9	13.2	23.2	20.1	21.9	18.6	27.6	22.2	10.4	13.4	11.6	4.6	4.1	4.4	0.0	0.0	0.0
24	93	27.7	34.8	31.2	12.8	6.5	9.7	10.6	17.4	14.0	12.8	17.4	15.1	12.8	8.7	10.8	21.3	13.0	17.2	2.1	2.2	2.2	0.0	0.0	0.0
28	250	17.6	11.0	12.8	8.8	8.8	8.8	13.2	3.8	6.4	20.6	9.9	12.8	26.5	53.3	46.0	13.2	9.9	10.8	0.0	2.7	2.0	0.0	0.5	0.4
32	267	23.1	9.5	13.5	1.3	0 0	0.4	6.4	5.3	5.6	10.3	3.7	5.6	28.2	47.6	41.9	12.8	11.6	12.0	17.9	21.7	20.6	0.0	0.5	0.4
44	189	11.1	3.7	5.8	3.7	1.5	2.1	7.4	2.2	3.7	14.8	4.4	7.4	31.5	17.8	21.7	29.6	65.9	55.6	1.9	4.4	3.7	0.0	0.0	0.0
PRIVATELY CONTROLLED																									
. S. Survey Total (1931)	2,757	16.2	19.9	17.4	4.9	6.1	5.3	5.1	4.3	4.8	19.7	19.7	16.0	20.6	31.5	23.9	11.8	12.9	12.2	9.8	2.3	7.5	11.9	3.3	12.9
Total--Nebraska Survey	750	7.7	11.6	9.3	8.2	6.8	7.6	6.6	6.1	6.4	15.4	14.9	15.2	29.0	33.3	30.8	21.5	19.8	20.8	8.4	6.5	7.6	3.2	1.0	2.3
5	34	7.1	10.0	8.8	7.1	0.0	2.9	0.0	0.0	0.0	14.3	25.0	20.6	42.9	20.0	29.4	21.4	35.0	29.4	7.1	10.0	8.0	0.0	0.0	0.0
15	12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.7	16.7	0.0	0.0	0.0	0.0	33.3	33.3	0.0	33.3	33.3	0.0	8.3	8.3	0.0	8.3	8.3
25	13	0.0	0.0	0.0	12.5	0.0	7.7	0.0	0.0	0.0	12.5	20.0	15.4	25.0	20.0	23.1	12.5	60.0	30.8	25.0	0.0	15.4	12.5	0.0	7.7
7	60	3.6	6.3	5 0	3.6	6.3	5.0	7.1	0.0	3.3	7.1	12.5	10.0	25.0	28.1	26.7	32.1	28.1	30.0	21.4	15.6	18.3	0.0	3.1	1.7
45	31	0.0	11.8	6.5	7.1	5.9	6.5	14.3	0.0	6.5	21.4	17.6	19.4	50.0	47.1	48.4	7.1	17.6	12.9	0.	0.0	0.0	0.0	0.0	0.0
55	67	30.6	29.0	29.9	5.6	9.7	7.5	2.8	9.7	5.0	19.4	9.7	14.9	38.9	22.6	31.3	2.8	16.1	9.0	[illegible]	3.2	1.5	0.0	0.0	0.0
65	157	2.0	20.0	2.5	3.9	20.0	4.5	[illegible]	.0	[illegible]	15.2	40.0	11.0	23.0	0.0	22.3	31.6	0.0	30.3	10.5	0.0	10.2	8.6	20.0	8.9
75	95	15.0	14.5	14.7	10.0	14.5	12.6	7.5	9.1	8.4	20.0	12.7	15.8	27.5	30.9	29.5	10.0	10.9	10.5	10.0	7.0	8.4	0.0	0.0	0.0
85	151	7.8	9.8	8.6	.7	3.3	5.3	7.8	[illegible]	5.3	13.3	[illegible]	12.6	34.4	50.8	41.1	21.1	13.1	17.9	8.9	9.8	9.3	0.0	0.0	0.0
95	130	8.5	8.5	8.5	13.7	5.6	13.8	5.1	11.3	8.5	22.0	19.7	20.8	25.4	31.0	23.5	15.3	22.5	19.2	0.0	1.4	0.8	0.0	0.0	0.0

TABLE 30 (b): STUDENT MORTALITY ACCORDING TO CREDIT-HOUR LOAD OF STUDENTS SEGREGATED AS TO SEX IN SEMESTER OR QUARTER WHEN LEAVING INSTITUTION CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1932-1933 ACADEMIC YEAR

Institution	Number of students leaving during or at end of 4-year period without obtaining degree	Percentage of students whose credit-hours registered for in semester or quarter when leaving institution consisted of--																							
		12 credit-hours or fewer			13 credit-hours			14 credit-hours			15 credit-hours			16 credit-hours			17 credit-hours			18 credit-hours			19 or more credit-hours		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																									
U. S. Survey Total (1931)	5,608	15.7	16.2	15.6	7.1	7.9	7.5	11.5	12.7	11.9	18.1	25.0	20.0	16.7	17.8	17.0	13.8	11.5	13.2	9.5	5.7	8.5	7.6	3.2	6.3
Total--Nebraska Survey	1,443	20.1	12.5	15.9	9.2	7.7	8.3	13.3	10.5	11.8	16.9	13.9	15.2	23.5	35.2	29.9	13.3	15.3	14.4	3.7	5.1	4.4	0.0	0.0	0.0
12	57	21.9	12.0	17.5	6.3	28.0	15.8	15.6	12.0	14.0	18.8	20.0	19.3	12.5	12.0	12.3	15.6	8.0	12.3	9.4	8.0	8.8	0.0	0.0	0.0
16	601	19.9	15.9	18.1	12.2	14.4	13.1	14.5	13.6	14.1	20.8	22.3	21.5	19.3	21.2	20.1	10.4	10.2	10.3	3.0	2.3	2.7	0.0	0.0	0.0
24	123	31.7	30.2	30.9	10.0	7.9	8.9	8.3	11.1	9.8	20.0	17.5	18.7	21.7	20.6	21.1	5.0	6.3	5.7	3.3	6.3	4.9	0.0	0.0	0.0
28	235	27.6	.0.1	15.7	9.2	3.8	5.5	11.8	9.4	10.2	15.8	9.4	11.3	26.3	53.5	44.7	9.2	11.9	11.1	0.0	1.9	1.3	0.0	0.0	0.0
32	266	15.	9.2	11.3	3.3	0.6	1.5	16.3	8.0	10.9	6.5	4.6	5.3	33.7	46.6	42.1	15.2	19.0	17.7	9.8	12.1	11.3	0.0	0.0	0.0
44	161	5.5	2.8	3.7	1.8	2.8	2.5	7.3	7.5	7.5	7.3	11.3	9.9	36.4	37.7	37.3	41.8	34.0	36.6	0.0	3.8	2.5	0.0	0.0	0.0
PRIVATELY CONTROLLED																									
U. S. Survey Total (1931)	2,757	16.2	19.9	17.4	4.9	6.1	5.3	5.1	4.3	4.8	19.7	19.7	16.0	20.6	31.5	23.9	11.8	12.9	12.2	9.8	2.3	7.5	11.9	3.3	12.9
Total--Nebraska Survey	609	9.8	12.9	11.0	6.1	5.3	5.7	10.3	4.3	8.1	11.1	19.4	14.3	26.3	26.7	26.4	23.9	21.1	22.8	8.5	8.6	8.6	4.0	1.7	3.1
5	32	0.0	6.3	3.2	6.3	0.0	3.2	0.0	0.0	0.0	0.0	0.0	0.0	50.0	18.8	34.4	25.0	62.5	43.8	18.8	12.5	15.6	0.0	0.0	0.0
15	16	0.0	0.0	0.0	0.0	.3	6.3	0.0	6.3	6.3	0.0	18.8	18.8	0.0	31.3	31.3	0.0	25.0	25.0	0.0	12.5	12.5	0.0	0.0	0.0
25	12	16.7	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0	33.3	0.0	16.7	33.3	50.0	41.7	16.7	0.0	8.3	0.0	50.0	25.0	0.0	0.0	0.0
35	57	3.0	8.3	5.3	6.1	8.3	7.0	6.1	4.2	5.3	15.2	29.2	21.1	42.	20.8	33.3	18.2	4.2	12.3	9.1	12.5	10.5	0.0	12.5	5.3
45	25	26.7	40.0	32.0	20.0	0.0	12.0	13.3	0.0	8.0	0.0	0.0	0.0	20.0	30.0	24.0	6.7	30.0	16.0	13.3	0.0	8.0	0.0	0.0	0.0
55	51	26.7	19.0	23.5	13.3	9.5	11.8	16.	4.8	11.8	6.7	14.3	9.8	23.3	28.6	25.5	13.3	19.0	15.7	0.0	4.8	2.0	0.0	0.0	0.0
65	138	1.5	14.3	2.2	3.1	0.0	2.9	4.6	0.0	4.3	8.4	28.6	9.4	19.8	28.6	20.3	38.9	14.3	37.7	13.7	0.0	13.0	9.9	14.3	10.1
75	79	12.2	10.5	11.4	2.4	5.3	3.8	17.1	5.3	11.4	19.5	15.8	17.7	17.1	23.7	20.3	24.4	21.1	22.8	7.3	18.4	12.7	0.0	0.0	0.0
85	94	19.2	19.0	19.1	7.7	7.1	7.4	9.6	0.0	5.3	11.5	23.8	17.0	34.6	6.3	34.0	1.5	14.3	12.8	5.8	2.4	4.3	0.0	0.0	0.0
95	105	11.3	11.5	11.4	7.5	3.8	5.7	22.6	9.6	16.2	15.1	26.9	21.0	26.4	23.1	24.8	13.2	23.1	18.1	0.0	1.9	1.0	3.8	0.0	1.9

TABLE 31 (a): STUDENT MORTALITY ACCORDING TO AVERAGE CREDIT-HOUR LOAD OF STUDENTS SEGREGATED AS TO SEX FOR SEMESTER OR QUARTER IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-1932 ACADEMIC YEAR

	Number of students leaving during or at end of 4-year period without obtaining degree	Percentage of students leaving institution of all students whose average credit-hours registered for per semester or quarter consists of--																							
		12-credit hours or fewer			13-credit hours			14-credit hours			15-credit hours			16-credit hours			17-credit hours			18-credit hours			19-credit hours or more		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Publicly Controlled																									
U. S. Survey Total (1931)	8,689	93.8	93.3	93.8	90.9	86.9	89.8	78.4	79.2	78.7	69.5	67.8	69.1	63.5	57.1	61.4	52.0	54.9	52.6	49.2	37.4	47.6	45.0	49.2	45.3
Total Nebraska Survey	1,517	91.1	97.1	93.8	79.8	91.1	83.7	73.9	[illegible]	[illegible]	[illegible]	81.8	74.1	66.3	79.3	74.1	74.8	[illegible]	85.7	64.3	[illegible]	79.4	100.0	0.0	100.0
12	57	100.0	100.0	100.0	50.0	100.0	75.0	50.0	100.0	66.7	[illegible]	80.0	80.0	66.7	71.4	68.8	[illegible]	100.0	[illegible]	75.0	100.0	3.3	100.0	0.0	100.0
16	661	88.7	93.1	90.1	76.3	85.7	78.8	68.1	83.6	73.6	[illegible]	[illegible]	65.5	59.6	54.3	57.1	[illegible]	[illegible]	[illegible]	60.0	[illegible]	[illegible]	0.0	0.0	0.0
24	93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	[illegible]	[illegible]	100.0	100.0	0.0	0.0	0.0
28	250	87.5	100.0	94.4	80.0	90.9	85.7	85.7	94.7	90.0	93.3	95.1	[illegible]	85.2	93.2	91.3	66.7	100.0	[illegible]	[illegible]	100.0	100.0	0.0	0.0	0.0
32	267	100.0	100.0	100.0	100.0	100.0	100.0	83.3	100.0	91.7	76.9	81.3	79.3	77.8	95.5	91.3	86.4	85.7	[illegible]	[illegible]	33.3	[illegible]	0.0	0.0	0.0
44	189	0.0	100.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	66.7	100.0	[illegible]	62.2	87.1	77.8	76.9	98.6	[illegible]	0.0	0.0	0.0	0.0	0.0	0.0
Privately Controlled																									
U. S. Survey Total (1931)	4,811	95.5	96.4	95.9	75.2	72.5	74.6	57.5	66.7	60.5	58.8	43.5	51.7	60.3	47.2	54.2	57.6	40.7	52.4	60.0	50.0	59.1	44.6	50.0	44.9
Total Nebraska Survey	75[illegible]	94.4	91.3	92.7	93.9	81.8	89.1	[illegible]	90.0	89.6	82.5	76.9	[illegible]	[illegible]	[illegible]	75.2	[illegible]	82.7	74.2	63.2	66.7	63.6	66.7	0.0	66.7
5	34	100.0	100.0	100.0	100.0	0.0	100.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	83.3	88.9	87.5	100.0	93.8	0.0	0.0	0.0	0.0	0.0	0.0
15	12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	0.0	75.0	75.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	0.0	0.0
25	13	0.0	0.0	0.0	100.0	0.0	100.0	0.0	0.0	0.0	50.0	100.0	66.7	57.1	33.3	50.0	50.0	75.0	66.7	100.0	0.0	100.0	0.0	0.0	0.0
35	60	0.0	0.0	0.0	50.0	100.0	75.0	100.0	75.0	83.3	50.0	100.0	66.7	83.3	66.7	73.3	68.2	81.8	75.0	100.0	100.0	100.0	0.0	0.0	0.0
45	31	0.0	100.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	75.0	100.0	85.7	43.8	71.4	56.7	0.0	100.0	66.7	0.0	0.0	0.0	0.0	0.0	0.0
55	67	83.3	100.0	90.9	100.0	83.3	88.9	77.8	100.0	85.7	100.0	100.0	100.0	92.3	100.0	94.7	100.0	83.3	90.9	0.0	0.0	0.0	0.0	0.0	0.0
65	157	100.0	0.0	100.0	100.0	100.0	100.0	100.0	0.0	100.0	100.0	100.0	100.0	78.7	0.0	77.1	65.0	50.0	64.7	55.6	0.0	55.6	66.7	0.0	66.7
75	95	100.0	60.0	71.4	100.0	100.0	100.0	100.0	90.0	90.9	84.6	63.6	75.0	64.7	90.9	79.5	76.9	70.6	73.3	50.0	0.0	50.0	0.0	0.0	0.0
85	151	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	61.5	80.0	66.0	84.4	72.9	79.3	72.7	76.5	80.0	0.0	57.1	0.0	0.0	0.0
95	130	100.0	100.0	100.0	92.3	25.0	76.5	77.8	87.5	82.4	60.0	73.9	67.4	88.9	75.8	80.4	66.7	100.0	83.9	0.0	100.0	100.0	0.0	0.0	0.0

TABLE 31 (b): STUDENT MORTALITY ACCORDING TO AVERAGE CREDIT-HOUR LOAD OF STUDENTS SEGREGATED AS TO SEX FOR SEMESTER OR QUARTER IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1932-1933 ACADEMIC YEAR

	Number of students leaving during or at end of 4-year period without obtaining degree	Percentage of students leaving institution of all students whose average credit-hours registered for per semester or quarter consists of--																							
		12-credit hours or fewer			13-credit hours			14-credit hours			15-credit hours			16-credit hours			17-credit hours			18-credit hours			19-credit hours or more		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Publicly Controlled																									
U. S. Survey Total (1931)	8,689	93.8	93.3	93.8	90.9	86.9	89.8	78.4	79.2	78.7	69.5	67.8	69.1	63.5	57.1	61.4	52.0	54.9	52.6	49.2	37.4	47.6	45.0	49.2	45.3
Total Nebraska Survey	1,443	93.3	95.2	94.1	80.4	93.2	86.1	76.6	84.9	8.0	74.6	78.3	76.6	68.2	79.7	75.3	62.6	88.0	76.8	62.5	71.4	66.7	0.0	0.0	0.0
12	57	83.3	100.0	95.7	50.0	100.0	71.4	80.0	66.7	75.0	87.5	69.2	76.2	100.0	75.0	86.7	100.0	80.0	91.7	0.0	0.0	0.0	0.0	0.0	0.0
16	601	83.9	94.1	1.1	74.1	91.3	81.7	71.6	79.3	74.3	71.6	67.6	69.8	54.2	54.3	54.2	46.5	66.7	53.1	40.0	0.0	40.0	0.0	0.0	0.0
24	123	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0	0.0	0.0
28	235	100.0	87.3	96.0	93.3	100.0	96.0	83.3	100.0	92.3	62.5	87.8	78.5	91.3	90.0	90.3	100.0	100.0	100.0	0.0	100.0	100.0	0.0	0.0	0.0
32	266	100.0	100.0	100.0	100.0	100.0	100.0	83.3	81.8	82.6	85.7	94.7	90.0	77.5	93.4	88.5	65.4	83.3	83.1	100.0	60.0	75.0	0.0	0.0	0.0
44	161	100.0	100.0	100.0	100.0	66.7	85.7	100.0	83.3	87.5	72.7	90.9	84.0	[illegible]	84.7	81.7	73.7	89.7	84.5	0.0	0.0	0.0	0.0	0.0	0.0
Privately Controlled																									
U. S. Survey Total (1931)	4,811	95.5	96.4	95.9	75.2	72.5	74.6	57.5	66.7	60.5	58.8	43.5	51.7	60.3	47.2	54.2	57.6	40.7	52.4	60.0	50.0	59.1	44.6	50.0	44.9
Total Nebraska Survey	609	100.0	100.0	100.0	89.5	100.0	97.9	92.9	93.8	93.1	84.3	87.7	[illegible]	[illegible]	72.2	75.0	70.0	78.1	72.8	67.4	76.5	70.0	50.0	100.0	53.8
5	32	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	100.0	66.7	90.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0	0.0	0.0
15	16	0.0	0.0	0.0	0.0	0.0	.0	0.0	100.0	100.0	0.0	100.0	100.0	[illegible]	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	0.0	0.0
25	17	0.0	0.0	0.0	.0	.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	66.7	100.0	71.4	0.0	33.3	33.3	0.0	66.7	66.7	0.0	0.0	0.0
35	57	[illegible]	100.0	100.0	0.0	100.0	100.0	100.0	66.7	80.0	100.0	80.0	[illegible]	[illegible]	63.6	73.1	70.6	60.0	66.7	100.0	50.0	66.7	0.0	100.0	100.0
45	25	100.0	100.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	66.7	57.1	62.5	0.0	100.0	50.0	100.0	0.0	100.0	0.0	0.0	0.0
55	51	100.0	100.0	100.0	[illegible]	[illegible]	100.0	75.0	100.0	[illegible]	100.0	100.0	100.0	100.0	100.0	100.0	75.0	100.0	88.9	0.0	100.0	100.0	0.0	0.0	0.0
65	136	0.0	100.0	100.0	50.0	[illegible]	50.0	100.0	100.0	100.0	76.9	0.0	76.9	[illegible]	66.7	79.5	68.4	66.7	68.3	63.9	0.0	62.2	50.0	0.0	50.0
75	79	100.0	100.0	100.0	100.0	[illegible]	100.0	100.0	100.0	100.0	55.6	88.9	[illegible]	[illegible]	85.7	87.0	76.9	87.5	82.8	100.0	66.7	75.0	0.0	0.0	0.0
85	94	100.0	100.0	100.0	[illegible]	100.0	100.0	100.0	100.0	100.0	87.5	91.7	89.3	[illegible]	57.7	55.8	66.7	61.5	64.0	50.0	100.0	66.7	0.0	0.0	0.0
95	105	100.0	100.0	100.0	[illegible]	100.0	100.0	85.7	100.0	89.5	37.5	[illegible]	34.6	[illegible]	[illegible]	78.6	71.4	71.4	71.4	0.0	100.0	100.0	0.0	0.0	0.0

distributed among groups earning from one to ten or more hours less than registered for plus those who earned no credit hours. The percentages of all those leaving school which fall in each of these groups were then calculated. Tables 32(a) and 32(b) present the mortality of students segregated as to sex according to credit hours or fewer than registered for. The colleges and universities are again classified by type of control.

Marks of Students in Academic Work[7/]

"In attempting to discover whether the students leaving the universities made lower marks in their academic work than the students remaining to graduate, it was necessary to adopt a common unit of measurement applicable to all of them. Since the students left the universities at different times throughout the 4-year period, the unit had to be such as to show the marks on a comparable basis for students pursuing academic work for 1, 2, 3, 4 or more semesters or quarters as well as for students pursuing academic work for the entire 4 years.

"The unit adopted consisted of the accumulated grade-point index. The first step in securing this figure was to obtain the grade-point index made by the student for each semester or quarter while in attendance at the university. This was computed by multiplying the number of credit-hours registered by the student with a mark or grade of A by 4, B by 3, C by 2, D by 1, E by 0, and F by -1. The results added together gave the total point index for the semester or quarter. In some of the universities, different marking systems were used necessitating the equating of the marks as far as possible so as to obtain an equivalent grade-point index.

"Having secured this figure the next step was to compute the accumulated grade-point index of the student. The procedure followed was first

[7/] Ibid. pp. 88, 89, 90.

TABLE 32 (a) STUDENT MORTALITY ACCORDING TO CREDIT-HOURS EARNED BY STUDENTS SEGREGATED AS TO SEX IN SEMESTER OR QUARTER WHEN LEA
CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-1932 ACADEMIC YEAR

Institution	Number of students leaving during or at end of 4-year period without obtaining degree	Percentage of students who during or at end of semester or quarter when leaving institution earned--																				
		Same credit-hours as registered for			Fewer credit-hours than registered for			1 credit-hour less than registered for			2 credit-hours fewer than registered for			3 credit-hours fewer than registered for			4 credit-hours fewer than registered for			5 credit-hours fewer than registered for		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																						
U. S. Survey Total (1931)	5,607	38.0	55.3	42.8	62.0	44.7	57.2	0.9	1.0	1.0	2.3	2.0	2.2	10.0	10.3	10.1	4.0	3.3	3.8	3.9	3.1	3.7
Total--Nebraska Survey	1,517	48.1	77.2	64.2	51.9	22.8	35.8	2.7	1.4	2.0	3.8	3.6	3.8	9.0	3.3	5.9	5.3	2.0	3.5	2.4	1.9	2.1
12	57	52.8	76.2	61.4	47.2	23.8	38.6	11.1	0.0	7.0	0.0	4.8	1.8	5.6	14.2	8.7	8.3	0.0	5.3	0.0	0.0	0.0
16	661	38.2	62.7	48.2	61.8	37.3	51.3	3.1	2.3	2.7	3.5	3.7	3.6	10.4	6.7	8.9	4.5	1.9	3.5	3.6	3.7	3.6
24	93	66.0	93.4	79.5	34.0	6.6	20.5	0.0	0.0	0.0	0.0	0.0	0.0	12.8	0.0	6.5	4.3	0.0	2.2	0.0	0.0	0.0
28	250	67.6	82.5	78.4	32.4	17.5	21.6	1.5	1.6	1.6	2.9	1.1	1.6	16.2	3.9	7.2	4.4	0.5	1.6	1.5	2.2	2.0
32	267	60.3	83.6	76.8	39.7	16.4	23.2	0.0	0.0	0.0	11.5	7.9	9.0	0.0	0.0	0.0	7.7	2.6	4.1	1.3	1.1	1.1
44	189	59.2	84.4	77.2	40.8	15.6	22.8	1.8	2.2	2.1	1.8	3.0	2.7	1.9	0.0	0.5	7.4	4.5	5.3	0.0	0.0	0.0
PRIVATELY CONTROLLED																						
U. S. Survey Total (1931)	2,758	39.5	51.5	43.2	60.5	48.5	56.8	2.1	4.7	2.8	2.9	1.5	2.6	11.0	11.9	11.3	3.4	2.8	3.2	2.5	2.6	2.6
Total--Nebraska Survey	750	47.6	78.0	60.1	52.4	22.0	39.9	3.2	3.3	3.2	2.5	2.9	2.7	6.6	2.6	4.9	5.0	3.3	4.3	2.5	1.6	2.1
5	34	50.1	90.0	73.6	49.9	10.0	26.4	0.0	0.0	0.0	0.0	0.0	0.0	14.3	10.0	11.8	7.1	0.0	2.9	0.0	0.0	0.0
15	12	0.0	66.7	66.7	0.0	33.3	33.3	0.0	0.0	0.0	0.0	8.3	8.3	0.0	0.0	0.0	0.0	16.7	16.7	0.0	8.3	8.3
25	13	87.5	100	92.3	12.5	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	12.5	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0
35	60	25.0	56.2	41.7	75.0	43.8	58.3	10.7	18.8	15.0	14.3	6.3	10.0	10.7	3.1	6.7	10.7	6.3	8.3	0.0	3.1	1.7
45	31	71.4	82.3	77.4	28.6	17.7	22.6	0.0	0.0	0.0	0.0	5.9	3.2	0.0	5.9	3.2	0.0	0.0	0.0	14.3	0.0	6.5
55	67	50.0	64.5	56.7	50.0	35.5	43.3	0.0	0.0	0.0	5.5	6.5	6.0	8.3	0.0	4.5	5.6	6.5	6.0	5.6	6.4	6.0
65	157	34.1	80.0	35.7	65.9	20.0	64.3	2.6	0.0	2.5	0.7	0.0	0.6	5.3	0.0	5.1	4.6	0.0	4.5	1.3	0.0	1.3
75	95	72.5	85.5	80.0	27.5	14.5	20.0	2.5	0.0	[illegible]	0.0	0.0	0.0	0.0	5.5	3.2	5.0	1.8	3.1	5.0	1.8	3.2
85	151	55.7	78.7	64.9	44.3	78.8	35.1	3.3	1.6	2.6	4.4	3.3	4.0	8.9	1.7	6.0	5.6	0.0	3.3	2.2	0.0	1.3
95	130	50.8	83.2	68.5	49.2	16.8	3.5	5.1	4.2	[illegible]	0.0	1.4	0.8	6.7	0.0	3.1	3.4	4.2	3.8	1.7	0.0	0.8

TABLE 32 (a) (Continued): STUDENT MORTALITY ACCORDING TO CREDIT-HOURS EARNED BY STUDENTS SEGREGATED AS TO SEX IN SEMESTER OR QUARTER WHEN LEAVING INSTITUTION CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-1932 ACADEMIC YEAR

Institution	Number of students leaving during or at end of 4-year period without obtaining degree	Percentage of students who during or at end of semester or quarter when leaving institution earned--																	
		6 credit-hours fewer than registered for			7 credit-hours fewer than registered for			8 credit-hours fewer than registered for			9 credit-hours fewer than registered for			10 or more credit-hours fewer than registered for			No credit-hours		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																			
U. S. Survey Total (1931)	5,607	5.4	4.3	5.1	2.0	1.6	1.9	3.7	1.8	3.1	3.9	2.4	3.5	13.9	5.4	11.6	12.0	9.5	11.3
Total--Nebraska Survey	1 517	3.1	1.8	2.4	1.9	0.5	1.1	3.4	1.5	2.4	1.6	0.7	1.1	6.5	1.0	3.4	12.2	4.9	8.1
12	57	13.8	0.0	8.7	5.6	0.0	3.5	0.0	0.0	0.0	0.0	0.0	0.0	2.8	0.0	1.8	0.0	4.8	1.8
16	661	3.3	3.0	3.2	2.3	0.7	1.7	4.6	2.2	3.6	2.0	1.5	1.8	8.7	2.6	6.2	15.8	9.0	13.0
24	93	0.0	2.2	1.1	0.0	0.0	0.0	0.0	0.0	0.0	2.1	0.0	1.1	2.1	2.2	2.2	12.7	2.2	7.4
28	250	0.0	2.2	1.6	0.0	0.5	0.4	0.0	1.1	0.8	1.5	1.1	1.2	1.5	0.0	0.4	2.9	3.3	3.2
32	267	0.0	1.1	0.7	0.0	0.0	0.0	5.1	1.6	2.6	0.0	0.0	0.0	6.4	0.0	1.9	7.7	2.1	3.8
44	189	5.6	0.0	1.6	3.7	0.7	1.6	1.9	1.5	1.6	1.9	0.0	0.5	3.7	0.0	1.1	11.1	3.7	5.8
PRIVATELY CONTROLLED																			
U. S. Survey Total (1931)	2,758	5.2	4.9	5.1	2.4	2.0	2.3	2.2	1.3	1.9	4.0	2.8	3.6	11.1	4.8	9.1	13.7	9.1	12.3
Total--Nebraska Survey	750	2.5	1.9	2.3	2.3	1.3	1.9	1.8	0.6	1.3	1.1	0.3	0.8	5.6	0.3	3.5	19.3	3.9	12.9
5	34	0.0	0.0	0.0	0.0	0.0	0.0	7.1	0.0	2.9	7.1	0.0	2.9	0.0	0.0	0.0	14.3	0.0	5.9
15	12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
25	13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
35	60	14.3	0.0	6.7	0.0	0.0	0.0	7.1	0.0	3.3	3.6	3.1	3.3	0.0	0.0	0.0	3.6	3.1	3.3
45	31	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14.3	5.9	9.7
55	67	8.3	9.7	9.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.6	3.2	4.4	11.1	3.2	7.4
65	157	1.3	0.0	1.3	3.3	0.0	3.2	2.0	20.0	2.5	0.0	0.0	0.0	8.6	0.0	8.3	36.2	0.0	35.0
75	95	2.5	1.8	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.0	0.0	2.1	7.5	3.6	5.2
85	151	0.0	1.6	0.7	3.3	4.9	4.0	2.2	0.0	1.3	0.0	0.0	0.0	2.2	0.0	1.3	12.2	8.2	10.6
95	130	1.7	1.4	1.5	3.4	1.4	3.5	0.0	1.1	[illegible]	5.1	0.0	2.3	10.2	0.0	4.6	11.9	2.8	6.9

TABLE 32 (b): STUDENT MORTALITY ACCORDING TO CREDIT-HOURS EARNED BY STUDENTS SEGREGATED AS TO SEX IN SEMESTER OR QUARTER WHEN LEAVING INSTITUTION CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1932-1933 ACADEMIC YEAR

Institution	Number of students leaving during or at end of 4-year period without obtaining degree	Percentage of students who during or at end of semester or quarter when leaving institution earned--																				
		Same credit-hours as registered for			Fewer credit-hours than registered for			1 credit-hour less than registered for			2 credit-hours fewer than registered for			3 credit-hours fewer than registered for			4 credit-hours fewer than registered for			5 credit-hours fewer than registered for		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																						
U. S. Survey Total (1931)	5,607	38.0	55.3	42.8	62.0	44.7	57.2	0.9	1.0	1.0	2.3	2.0	2.2	10.0	10.3	10.1	4.0	3.3	3.8	3.9	3.1	3.7
Total--Nebraska Survey	1,443	50.9	75.2	64.2	49.1	24.8	35.8	2.9	1.8	2.3	1.8	2.4	2.1	8.1	5.4	6.7	4.3	2.5	3.3	2.6	1.9	2.2
12	57	37.5	68.0	50.8	62.5	32.0	49.2	3.1	0.0	1.8	9.4	4.0	7.0	9.4	8.0	8.8	3.1	0.0	1.8	6.3	8.0	7.0
16	601	38.6	61.7	48.8	61.4	38.3	51.2	4.7	3.8	4.3	2.1	2.3	2.2	10.3	9.8	10.1	1.8	2.3	2.0	2.7	2.7	2.7
24	123	73.4	74.6	74.1	26.6	25.4	25.9	0.0	0.0	0.0	1.6	0.0	0.8	6.8	9.5	8.2	0.0	1.6	0.8	1.6	1.6	1.6
28	235	64.4	85.5	78.7	35.6	14.5	21.3	1.3	1.3	1.3	0.0	0.0	0.0	10.6	5.7	7.2	2.6	0.6	1.3	6.6	1.9	3.4
32	266	63.0	82.8	75.9	37.0	17.2	24.1	1.1	0.0	0.4	1.1	6.3	4.5	3.3	0.0	1.1	12.0	2.9	6.0	0.0	1.1	0.8
44	161	71.0	83.0	78.9	29.0	17.0	21.1	0.0	1.9	1.2	0.0	0.9	0.6	0.0	0.0	0.0	14.6	6.7	9.3	0.0	0.0	0.0
PRIVATELY CONTROLLED																						
U. S. Survey Total (1931)	2,758	39.5	51.5	43.2	60.5	48.5	6.8	2.1	4.7	2.8	2.9	1.5	2.6	11.0	11.9	11.3	3.4	2.8	3.2	2.5	2.6	2.6
Total--Nebraska Survey	609	45.9	74.0	56.6	54.1	26.0	43.4	7.4	2.2	5.5	3.2	2.2	2.8	7.2	6.0	6.7	3.7	1.7	3.0	3.4	0.9	2.5
5	32	56.3	87.4	71.9	43.7	12.6	28.1	6.2	0.0	3.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.2	0.0	3.1
15	16	0.0	68.8	68.8	0.0	31.2	31.2	0.0	0.0	0.0	0.0	6.3	6.3	0.0	12.5	12.5	0.0	0.0	0.0	0.0	0.0	0.0
25	12	83.4	83.4	83.4	16.6	16.6	16.6	0.0	0.0	0.0	16.6	0.0	8.3	0.0	16.6	8.3	0.0	0.0	0.0	0.0	0.0	0.0
35	57	24.2	66.7	42.1	75.8	33.3	57.9	21.2	8.3	15.8	3.0	0.0	1.8	6.1	8.3	7.0	12.1	8.3	10.4	0.0	4.2	1.8
45	25	73.3	100.0	84.0	26.7	0.0	16.0	6.7	0.0	4.0	13.3	0.0	8.0	6.7	0.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0
55	51	26.7	42.8	33.3	73.3	57.2	66.7	10.0	0.0	5.9	0.0	4.8	2.0	10.0	14.3	11.7	3.3	4.8	3.9	0.0	0.0	0.0
65	138	38.9	57.1	39.9	61.1	42.9	60.1	0.8	0.0	0.7	4.6	0.0	4.3	8.4	14.3	8.7	3.8	0.0	3.6	3.8	0.0	3.6
75	79	75.6	73.8	74.7	24.4	26.2	25.3	2.4	2.6	2.5	0.0	0.0	0.0	4.9	2.6	3.8	0.0	2.6	1.3	9.9	2.6	6.3
85	94	55.8	76.2	64.9	44.2	23.8	35.1	7.7	0.0	4.3	0.0	2.4	1.1	7.7	4.8	6.4	3.8	0.0	2.1	3.8	0.0	2.1
95	105	39.6	82.9	61.0	60.4	17.1	69.0	19.9	3.8	11.5	3.8	3.8	3.8	7.5	3.8	5.7	3.8	0.0	1.9	1.9	0.0	1.0

TABLE 32 (b) (Continued): STUDENT MORTALITY ACCORDING TO CREDIT-HOURS EARNED BY STUDENTS SEGREGATED AS TO SEX IN SEMESTER OR QUARTER WHEN LEAVING INSTITUTION CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1932-1933 ACADEMIC YEAR

Institution	Number of students leaving during or at end of 4-year period without obtaining degree	Percentage of students who during or at end of semester or quarter when leaving institution earned--																	
		6 credit-hours fewer than registered for			7 credit-hours fewer than registered for			8 credit-hours fewer than registered for			9 credit-hours fewer than registered for			10 or more credit-hours fewer than registered for			No credit-hours		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PUBLICLY CONTROLLED																			
U. S. Survey Total (1931)	5,607	5.4	4.3	5.1	2.0	1.6	1.9	3.7	1.3	3.1	3.9	2.4	3.5	13.9	5.4	11.6	12.0	9.5	11.3
Total--Nebraska Survey	1,443	3.7	1.8	2.6	2.5	1.2	1.7	2.9	1.2	2.1	2.5	0.6	1.4	6.1	1.2	3.5	11.7	4.8	7.9
12	57	6.3	4.0	5.3	3.1	0.0	1.8	3.1	0.0	1.8	0.0	0.0	0.0	6.3	0.0	3.5	12.4	8.0	10.4
16	601	4.5	1.9	3.3	3.6	3.0	3.3	2.7	1.9	2.3	4.2	1.1	2.8	8.8	2.3	6.0	16.0	7.2	12.2
24	123	3.3	1.6	2.4	0.0	0.0	0.0	3.3	1.6	2.4	1.6	0.0	0.8	0.0	0.0	0.0	8.4	9.5	8.9
28	235	1.3	0.6	0.9	1.3	0.0	0.4	0.0	0.6	0.4	0.0	0.0	0.0	2.6	1.3	1.7	9.3	2.5	4.7
32	266	2.2	2.3	2.3	0.0	0.0	0.0	6.5	1.1	3.0	1.1	0.6	0.8	5.4	0.0	1.9	4.3	2.9	3.3
44	161	3.6	1.9	2.5	3.6	0.9	1.9	1.8	0.9	1.2	0.0	0.0	0.0	1.8	1.9	1.9	3.6	1.9	2.5
PRIVATELY CONTROLLED																			
U. S. Survey Total (1931)	2,758	5.2	4.9	5.1	2.4	2.0	2.3	2.2	1.3	1.9	4.0	2.8	3.6	11.1	4.8	9.1	13.7	9.1	12.3
Total--Nebraska Survey	609	3.7	1.3	2.8	1.6	0.9	1.3	1.3	0.9	1.1	2.7	0.4	1.8	5.6	1.7	4.1	14.3	7.8	11.8
5	32	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	3.1	31.3	6.3	18.8
15	16	0.0	6.2	6.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.2	6.2	0.0	0.0	0.0
25	12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
35	57	3.0	0.0	1.8	0.0	4.2	1.8	6.1	0.0	3.5	3.0	0.0	1.8	15.2	0.0	8.7	6.1	0.0	3.5
45	25	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
55	51	13.3	4.8	9.8	3.3	0.0	2.0	3.3	4.8	3.9	0.0	0.0	0.0	3.3	0.0	2.0	26.8	23.7	25.5
65	138	5.3	14.3	5.8	3.1	0.0	2.9	0.0	0.0	0.0	2.3	0.0	2.2	6.9	0.0	6.5	22.1	14.3	21.8
75	79	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.6	1.3	2.4	2.6	2.5	2.4	2.6	2.5	2.4	8.0	5.1
85	94	0.0	0.0	0.0	0.0	2.4	1.1	3.8	0.0	2.1	1.9	0.0	1.1	7.7	0.0	4.2	7.8	14.2	10.6
95	105	3.8	0.0	1.9	1.9	0.0	1.0	0.0	0.0	0.0	7.5	0.0	3.8	1.9	1.9	1.9	9.4	3.8	6.6

to multiply the grade-point index for each semester or quarter by the number of credits registered for during that semester or quarter. The total sum of these products was then obtained by adding them. The number of credit-hours registered for during all semesters or quarters the student was in attendance were next totaled. Upon dividing the latter total into the total sum of the products, the result gave the accumulated grade-point index.

"The accumulated grade-point index showing the combined marks in academic work was computed for all the students originally entering the individual universities. A further step consisted of distributing the total students for each university according to the decile ranking of their accumulated grade-point index. The decile ranking was secured by dividing the total number of students by 10,the result indicating the number of students to be included in each decile group. The students were then placed in the various decile groups on a basis of their accumulated grade-point indices, those having the highest indices being included in the highest decile group, the next highest in the second decile group, the third highest in the third decine group, and so on to the tenth or lowest decile group.

"With the total students entering the university so divided as to show the number included in each decile group on a basis of the ranking of their accumulated grade-point index,the number and the percentage of the students leaving the university for each group was secured. By comparing these percentages it was possible to learn whether proportionately more of the students in the lower decile groups, that is, the groups containing the students who had low accumulated grade-point indices or made low marks in their academic work, left the universities than in the higher decile groups, that is, the groups containing the students who had high indices or made high marks." Tables 33(a) and 33(b) give the number of students for each institu-

tion and the percentages of students, according to sex in each of the decile groups, leaving the institution. The table has been arranged to show these data for the publicly controlled and privately controlled universities individually and in groups. Table 34 shows similar information for the colleges within the universities co-operating in this study.

TABLE 33 (a): STUDENT MORTALITY ACCORDING TO DECILE RANKING OF ACCUMULATED GRADE POINT INDEX OF STUDENTS SEGREGATED AS TO SEX IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-1932 ACADEMIC YEAR

Institution	Students registering for degree at beginning of academic year 1931-32	Percentage of Students in Each Decile Group Leaving Institution																													
		Highest Decile Group			Second Decile Group			Third Decile Group			Fourth Decile Group			Fifth Decile Group			Sixth Decile Group			Seventh Decile Group			Eighth Decile Group			Ninth Decile Group			Lowest Decile Group		
	Total	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.
Publicly Controlled																															
U. S. Survey Total (1931)	8,614	25.1	31.3	27.1	31.2	44.4	36.9	44.3	51.3	46.6	43.3	51.6	46.0	47.3	64.8	52.1	61.8	76.2	65.9	75.7	85.0	77.9	88.6	91.9	89.4	96.5	98.2	96.8	99.6	98.6	99.4
Total Nebraska Survey	1,873	43.8	66.7	58.6	45.1	77.4	66.7	50.6	81.5	68.3	56.2	80.2	70.9	61.5	84.5	75.0	57.6	87.5	74.1	76.5	95.4	86.8	81.6	94.4	87.8	94.3	100	96.3	97.1	100	97.8
12	69	75.0	66.7	71.4	75.0	100	85.7	100	75.0	85.7	100	100	100	100	100	100	66.7	100	71.4	66.7	100	71.4	66.7	75.0	71.4	57.1		57.1	57.1		57.1
16	947	24.3	42.1	35.1	41.9	55.8	49.5	36.0	62.2	48.4	42.3	62.8	51.6	54.5	75.0	63.2	48.3	75.7	58.9	73.0	96.9	81.1	84.8	96.6	88.4	96.0	100	96.8	100	100	100
24	87	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
28	268	42.9	89.5	76.9	33.3	91.7	85.2	66.6	100	85.2	100	95.0	96.3	80.0	86.4	[illegible]	100	95.0	96.3	88.9	100	96.3	83.3	95.2	92.6	100	100	100	100	100	100
32	295	85.7	86.4	86.2	50.0	92.6	89.7	100	91.7	93.3	85.7	91.3	90.0	75.0	86.4	83.3	66.7	87.5	83.3	78.6	100	90.0	66.6	100	86.2	91.7	100	96.6	95.0	100	96.6
44	207	66.7	92.9	85.0	28.6	92.3	70.0	50.0	100	81.0	0.0	80.0	76.2	50.0	94.1	85.7	50.0	100	90.5	80.0	100	95.2	60.0	87.5	81.0	100	100	100	100	100	100
Privately Controlled																															
U. S. Survey Total (1931)	5,984	27.2	20.1	24.9	35.5	29.6	33.2	34.1	33.8	34.0	38.4	34.3	37.0	50.9	41.6	47.7	52.3	55.9	53.7	69.7	66.5	68.7	81.2	90.6	84.1	92.3	98.7	94.1	99.5	100	99.9
Total Nebraska Survey	897	55.3	60.0	57.5	64.1	68.8	66.7	61.7	71.4	66.3	67.3	82.1	73.6	57.8	72.9	65.6	64.3	76.9	69.5	73.4	91.2	81.3	75.9	96.8	83.1	90.5	100	93.3	96.8	100	97.7
5	34	100		100		100	100		100	100	100	66.7	75.0	0.0	100	75.0	100	100	100		100	100	100	100	100	100	100	100	100	100	100
15	12		100	100		100	100		0.0	0.0		100	100		100	100		100	100		100	100		100	100		100	100		100	100
25	21	100		100	100	0.0	50.0	100	100	100	50.0		50.0	0.0	100	50.0	100	50.0	66.6	0.0	0.0	0.0	0.0	100	50.0	100	100	100	50.0		50.0
35	77	50.0	60.0	57.1	100	66.7	71.4	33.3	80.0	62.5	100	80.0	87.5	0.0	71.4	62.5	33.3	100	50.0	100	100	100	71.4	100	75.0	83.3	100	87.5	100	100	100
45	44	0.0	66.7	50.0	0.0	66.7	50.0	100	66.7	75.0	25.0	100	40.0	0.0	100	60.0	50.0	100	80.0	100	50.0	80.0	75.0		75.0	50.0	100	75.0	66.7	100	75.0
55	69	100	100	100	100	100	100	50.0	100	71.4	100	66.7	85.7	75.0	66.7	71.4	100	100	100	75.0	100	85.7	100	100	100	100	100	100	100	100	100
65	181	41.2	100	44.4	68.8	100	72.2	58.8	0.0	55.6	52.9	0.0	50.0	76.5	100	77.8	42.1		42.1	77.8		77.8	72.2		72.2	77.8		77.8	100	100	100
75	117	100	28.6	54.5	100	50.0	63.6	83.3	83.3	83.3	50.0	87.5	75.0	40.0	71.4	58.3	100	87.5	91.7	42.9	100	66.7	60.0	100	83.3	100	100	100	100	100	100
85	180	50.0	60.0	55.6	42.9	63.6	55.6	63.6	57.1	61.1	80.0	75.0	77.8	37.5	60.0	50.0	81.8	28.6	61.1	83.3	100	88.9	83.3	83.3	83.3	100	100	100	100	100	100
95	162	0.0	63.6	43.8	42.9	66.7	56.3	50.0	66.7	62.5	85.7	100	93.8	83.3	63.6	70.6	66.7	81.8	76.5	71.4	88.9	81.3	85.7	100	93.8	100	100	100	100	100	100

TABLE 33 (b): STUDENT MORTALITY ACCORDING TO DECILE RANKING OF ACCUMULATED GRADE POINT INDEX OF STUDENTS SEGREGATED AS TO SEX IN NEBRASKA COLLEGES AND UNIVERSITIES CLASSIFIED BY TYPE OF CONTROL, STUDENTS REGISTERING FOR DEGREE IN FALL OF 1932-1933 ACADEMIC YEAR

Institution	Students registering for degree at beginning of academic year 1932-33	Percentage of Students in Each Decile Group Leaving Institution																													
		Highest Decile Group			Second Decile Group			Third Decile Group			Fourth Decile Group			Fifth Decile Group			Sixth Decile Group			Seventh Decile Group			Eighth Decile Group			Ninth Decile Group			Lowest Decile Group		
	Total	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.
Publicly Controlled																															
U. S. Survey Total (1931)	8,614	25.1	31.3	27.1	31.2	44.4	36.9	44.3	51.3	46.6	43.3	51.6	46.0	47.3	64.8	52.1	61.8	76.2	65.9	75.7	85.0	77.9	88.6	91.9	89.4	96.5	98.2	96.8	99.6	98.6	99.4
Total Nebraska Survey	1,400	52.4	69.3	63.3	55.7	71.8	66.3	49.2	72.4	64.2	57.7	79.8	71.1	61.3	77.3	69.1	70.9	86.3	79.0	74.4	92.6	83.9	82.1	100	89.3	98.0	97.4	97.8	99.2	100	99.4
12	70	50.0	40.0	42.9	100	75.0	85.7	100	20.0	42.9	66.7	100	85.7	100	50.0	71.4	75.0	66.7	71.4	80.0	100	85.7	100	100	100	100	100	100	100	100	100
16	363	34.2	56.3	46.5	38.2	57.7	50.0	38.1	47.7	43.0	44.7	59.0	51.2	43.8	65.9	54.0	63.6	83.7	73.6	69.8	85.3	75.9	83.9	100	88.4	98.3	100	96.8	100	100	100
24	113	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
28	255	66.7	68.8	68.0	66.6	81.8	80.0	40.0	95.2	84.6	100	95.5	96.2	100	88.2	92.3	66.7	88.2	80.8	70.0	100	88.5	100	100	100	92.3	100	96.0	100	100	100
32	298	87.5	90.5	89.7	66.7	85.7	80.0	67.5	90.9	83.3	100	86.9	90.0	57.1	87.5	73.3	76.9	88.2	83.3	87.5	100	96.7	60.0	100	80.0	100	100	100	100	100	100
44	199	100	76.5	78.9	71.4	75.0	73.7	100	87.5	89.5	50.0	84.6	73.7	66.7	100	78.9	75.0	90.9	84.2	80.0	85.7	84.2	62.5	100	84.2	100	81.8	89.5	90.0	100	94.4
Privately Controlled																															
U. S. Survey Total (1931)	5,984	27.2	20.1	24.9	35.5	29.6	33.2	34.1	33.8	34.0	38.4	34.3	32.0	50.9	41.6	47.7	52.3	55.9	53.7	69.7	66.5	68.7	81.2	90.6	84.1	92.3	98.7	94.1	99.5	100	99.9
Total Nebraska Survey	564	54.3	55.9	55.1	55.6	75.8	65.2	65.8	77.1	71.2	58.5	64.7	61.3	70.5	88.2	78.2	74.1	91.7	79.5	77.6	92.3	82.7	85.1	100	90.4	92.5	94.1	92.9	96.6	90.9	95.7
5	31	100	100	100	100	100	100		100	100	100		100	100	50.0	66.7	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
15	16		100	100		100	100		100	100		100	100		100	100		100	100		100	100		100	100		100	100		100	100
25	17	0.0		0.0	100		100	100		100		100	100		50.0	50.0	100	100	100	100	100	100	50.0		50.0		50.0	50.0		0.0	0.0
35	76	33.3	50.0	42.9		71.4	71.4	75.0	50.0	62.5	0.0	20.0	12.5	83.3	100	87.5	85.7	0.0	75.0	100	100	100	100	100	100	100	100	100	100	100	100
45	33		66.7	66.7	100	50.0	66.7		100	33.3	50.0	100	66.7	50.0	100	75.0	100	50.0	75.0	100		100	50.0	100	66.7	100		100	100	100	100
55	43	100	100	100	66.7	100	75.0	100	100	100	100		100	66.7	100	80.0	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
65	173	41.2		41.2	40.0	100	47.0	66.7	0.0	58.8	57.1	75.0	61.1	58.8	100	61.1	55.6		55.6	70.6		70.6	82.4		82.4	87.5	100	88.2	88.2		88.2
75	91	75.0	80.0	77.8	75.0	60.0	66.7	100	100	100	40.0	50.0	44.4	100	100	100	75.0	100	88.9	80.0	100	88.9	85.7	100	88.9	85.7	100	88.9	100	100	100
85	123	75.0	25.0	41.7	50.0	50.0	50.0	40.0	57.1	50.0	40.0	71.4	58.3	57.1	83.3	69.2	28.9	100	92.3	50.0	71.4	61.5	85.7	100	91.7	88.9	100	91.7	100	100	100
95	126	50.0	50.0	50.0	60.0	100	83.3	66.7	85.7	76.9	75.0	66.7	69.2	100	90.0	92.3	66.7	100	76.9	75.0	100	84.6	100	100	100	100	100	100	100	100	100

TABLE 34: STUDENT MORTALITY ACCORDING TO DECILE RANKING OF ACCUMULATED GRADE-POINT INDEX OF STUDENTS BY COLLEGE OR SCHOOL STUDENTS REGISTERING FOR DEGREE IN FALL OF 1931-32 (1931) AND 1932-33 (1932) ACADEMIC YEARS

College	Number of institutions	Students registering for degree at beginning of academic year 1931-32	Percentage of students in each decile group leaving university									
			Highest decile group	Second decile group	Third decile group	Fourth decile group	Fifth decile group	Sixth decile group	Seventh decile group	Eighth decile group	Ninth decile group	Lowest decile group
	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
College of Agriculture												
U. S. Survey Total (1931)	10	852	15.5	22.1	30.9	36.4	40.2	58.9	76.9	91.7	100.0	100.0
16-01 (1931)	1	124	41.7	83.3	50.0	46.2	76.9	38.5	84.6	91.7	100.0	100.0
16-01 (1932)	1	89	22.2	22.2	22.2	55.6	55.6	55.6	88.9	66.7	100.0	100.0
Colleges of Arts & Science												
U. S. Survey Total (1931)	16	5,593	12.8	43.7	49.2	48.5	59.3	69.9	79.5	90.4	97.9	99.6
16-02 (1931)	1	218	28.6	27.3	40.9	59.1	50.0	81.8	81.8	95.5	95.5	100.0
16-02 (1932)	1	187	33.3	31.6	57.9	73.7	57.9	68.4	78.9	78.9	94.4	100.0
65-02 (1931)	1	79	42.9	75.0	62.5	50.0	75.0	100.0	75.0	87.5	100.0	100.0
65-02 (1932)	1	56	80.0	60.0	100.0	66.7	100.0	83.3	100.0	83.3	100.0	100.0
95-02 (1931)	1	110	27.3	45.5	63.6	63.6	54.5	72.7	90.9	100.0	100.0	100.0
95-02 (1932)	1	91	44.4	77.8	55.6	66.7	70.0	88.9	88.9	100.0	100.0	100.0
Colleges of Bus. Admin.												
U. S. Survey Total (1931)	11	1,842	34.3	41.2	49.1	48.5	56.6	62.2	73.2	89.1	97.1	99.5
16-03 (1931)	1	152	46.7	60.0	33.3	53.3	50.0	62.5	93.3	16.7	100.0	100.0
16-03 (1932)	1	114	90.9	27.3	45.5	33.3	100.0	75.0	91.7	100.0	100.0	100.0
65-03 (1931)	1	57	40.0	80.0	33.3	83.3	83.3	66.7	83.3	83.3	100.0	100.0
65-03 (1932)	1	46	50.0	25.0	80.0	60.0	60.0	60.0	100.0	80.0	100.0	100.0
College of Engineering												
U. S. Survey Total (1931)	13	2,347	27.3	27.2	35.0	42.3	52.4	59.1	79.9	91.1	95.6	99.6
16-04 (1931)	1	130	7.7	53.8	61.5	38.5	46.2	53.8	61.5	84.6	100.0	100.0
16-04 (1932)	1	95	66.7	22.2	30.0	40.0	70.0	70.0	80.0	100.0	100.0	100.0
Colleges of Law												
U. S. Survey Total (1931)	3	177	0.0	37.5	5.9	16.7	15.0	30.0	40.0	55.6	68.7	87.5
16-09 (1931)	1	24	50.0	0.0	50.0	33.3	0.0	100.0	66.7	100.0	100.0	100.0
16-09 (1932)	1	42	50.0	25.0	0.0	50.0	60.0	80.0	50.0	100.0	75.0	100.0
65-09 (1932)	1	28	0.0	33.3	0.0	0.0	33.3	100.0	0.0	66.7	66.7	100.0
Teachers Colleges												
U. S. Survey Total (1931)	9	777	20.0	20.9	28.6	30.5	33.7	56.1	69.7	88.2	98.6	98.6
16-40 (1931)	1	173	35.3	64.7	88.2	76.5	72.2	72.2	77.8	94.1	100.0	100.0
16-40 (1932)	1	183	66.7	66.7	38.9	47.4	68.4	63.2	100.0	77.8	94.4	100.0
95-40 (1931)	1	42	75.0	25.0	75.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
95-40 (1932)	1	34	33.3	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

SUMMARY

Gross Mortality

As shown in the two sections of table 1, one for those students registering for a degree at the beginning of the academic year 1931-32 and those registering at the beginning of the 1932-33 academic year, gross mortality is about the same for both groups. For ease in reference the table covering the 1931-32 registration will be used. The United States survey report by Mr. McNeely covers the same period and will be used throughout for purposes of comparison.

Among all students registered in the publicly controlled colleges and universities of Nebraska, gross mortality was somewhat higher than that shown in the United States survey, being 78.9 per cent as compared to 64.5 per cent. The gross mortality in the individual publicly controlled schools ranged from 68.2 per cent in school No. 16 only slightly higher than the United States total to 100.0 per cent in school No. 24.

For the privately controlled institutions the Nebraska total of 77.5 per cent gross mortality is slightly less than the 78.9 per cent for the publicly controlled colleges and universities of Nebraska. There was 14.5 per cent greater gross mortality in all the publicly controlled institutions of Nebraska than the United States total while in the privately controlled institutions of Nebraska the gross mortality is 19.0 per cent greater than the United States total for that type of control. As in the case of the publicly controlled schools there is a wide variation in gross mortality among the privately controlled institutions, ranging from 61.9 per cent in school No. 25 to 94.4 per cent in school No. 5.

Differences in Sex

In contrast to the United States survey where the opposite was true,

gross mortality in the Nebraska survey was greater among the women students than the men both in publicly and privately controlled colleges and universities. The differences between the sexes was more pronounced in the publicly controlled institutions than in the private, being 12.6 per cent and 6.3 per cent respectively.

Students Obtaining Degrees

The Nebraska survey shows somewhat greater gross mortality among the students of Nebraska colleges and universities than shown in the United States survey and as might be expected, relatively fewer students obtain a degree during or at the end of a 4-year period. In the publicly controlled institutions one school, No. 24, did not grant a degree within the years to any of the students registering for a degree in the fall of the 1931-32 academic year while school No. 16 granted degrees to 21.9 per cent of the same group, being high for that group, as against 28.3 per cent for the United States total for publicly controlled universities.

With a wider range in the percentage of students earning degrees during the 4-year period, the State average for privately controlled schools was 18.6 per cent less than the United States total for the privately controlled, while the total for the publicly controlled group was 12.9 per cent less than the United States total for publicly controlled schools. On the other hand the State total per cent of degrees granted for publicly controlled group was 2.4 per cent less than the privately controlled group total.

Contrary to the results of the United States survey a greater per cent of men than women obtained degrees in the 4-year period in both publicly and privately controlled institutions of the State.

Mortality by Years

It was found that for all publicity controlled institutions in the State, 50.8 per cent of those registering for a degree in the fall of 1931-32 dropped out of school in their freshman year, 20.9 per cent in their sophomore, 4.8 per cent in their junior, and 2.4 per cent in their senior year without obtaining a degree. In the individual public institutions from 29.0 per cent to 71.0 per cent of the registrants dropped out in their freshman year.

The range of percentages of drop outs during the freshman year in the privately controlled colleges is likewise wide, varying from 35.4 per cent to 83.3 per cent with an average of 49.4 per cent which is very close to the average of the public group.

Mortality by College or School

In the publicly controlled institutions (No.16 only), gross mortality was highest in the Teachers College followed by the College of Business Administration while gross mortality was lowest in the Law College. It is noted that students listed in the law group include those registered as pre-laws and the degree referred to includes the bachelor of arts or science degree. It is possible that the gross mortality in the law college would have been lower had the work in the law college, only, been considered.

The range of the gross mortality in the colleges of the privately controlled universities was much greater than for the publicly controlled colleges. Mortality was lower in the privately controlled Law college and higher in the privately controlled Arts and Science, Business Administration and Teachers Colleges.

Mortality in the freshman year is higher in the colleges of Nebraska universities and lower in the sophomore year than the United States totals

except that the mortality in the Teachers' Colleges is also higher in the sophomore year than the United States total for that school year.

Causes of Student Mortality

Of the students leaving Nebraska colleges and universities before the end of the 4-year period the cause of withdrawal given most often by those reporting was on account of financial difficulties. "Taking a position" ranked next with miscellaneous causes third. The group reporting consisted of about one-third of all those leaving school during or at the end of the 4-year period without obtaining a degree.

It is noted that the percentage leaving because of finances in the Nebraska survey is higher than in the United States Survey in spite of the fact that a smaller proportion of the Nebraska students have reported. Among the colleges the greater percentages dropped from the College of Agriculture and Engineering because of finances, followed fairly closely by other colleges.

Factors Involved in Student Mortality

The age at entrance seems to have some bearing on mortality. Among the publicly controlled institutions the per cent of drop outs increased progressively from the "less than 17 years" group to the "20 years and over" group. 63.9 per cent of the "less 17 years" group failed to get their degrees in 4 years as compared to 89.9 per cent of the "20 years and over" group that failed to obtain their degrees.

The same general situation exists in the privately controlled schools except that the "17 year" group has the lowest per cent of drop outs with the "less than 17 year" group next lowest.

Of the students leaving the publicly controlled institutions in Nebraska who reported 52.7 per cent, or approximately 1 out of 2, partici-

pated in extra curricular activities as compared to 23.6 per cent reported in the United States survey, while of those leaving the privately controlled institutions, who reported, about 2 out of 3 or 68.1 per cent participated in extra curricular activities as compared to 32.4 per cent reported in the United States survey.

Of the students leaving the publicly controlled colleges and universities of Nebraska who reported there was only a difference of 1.3 per cent between those working part-time and not working part-time while there was a difference in percentage of 22.8 per cent reported in the United States survey. The contrast is about the same for Nebraska and United States privately controlled colleges and universities.

It does not seem that these factors bear very strongly on mortality. The results of the two surveys indicate that a greater portion of the students of Nebraska universities and colleges defray college expenses through part-time work than the students represented in the United States survey.

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Academic Achievement and Student Mortality

The evidence of relationship between the credit hour load carried and

student mortality is not so strong in the Nebraska survey as in the United States survey. Table 32(a) shows that in the publicly controlled institutions in Nebraska 64.2 per cent of the drop outs earned the same number of credit hours as registered for as compared to 42.8 per cent in the United States survey with 8.1 per cent earning no credit hours from the State colleges and universities against the 11.3 per cent recorded for publicly controlled institutions in the United States survey. In the privately controlled colleges and universities in Nebraska 60.1 per cent of the drop outs earned the same number of credit hours as registered for as compared to 43.2 per cent for the privately controlled institutions in the United States survey with 12.9 per cent earning no credit hours from the States privately controlled colleges and universities as compared to 12.3 per cent in the United States survey for the same group.

The evidence of relationship between the deficinency in academic achievement and student mortality is much stronger when the mortality of those making low marks is compared to the mortality of those making high marks.

The accumulated grade point index of the student was ranked into decile groups. Of the students whose index ranked them in the lowest decile group for the publicly controlled institutions, 97.8 per cent left the institution before obtaining a degree as compared to 45.1 per cent leaving in the highest decile group, the percentages leaving changing progressively from the highest to the lowest decile groups.

While the change in mortality is not as uniformly progressive among the privately controlled institutions from one decile group to the next, 97.7 per cent of the lowest decile group left school during the 4-year period without a degree and 64.1 per cent of the highest decile group, with 57.8 per cent leaving in the fourth decile group.

ADDENDUM

The data from the Junior Colleges participating in this survey are being tabulated as a separate unit of the entire study. Tables, similar to those contained in this report, will be prepared for the participating Junior Colleges. It is noted that colleges of the junior grade were not included in the United States survey and it was thought advisable, for the purposes of this report, to make separate tabulations for Nebraska Junior Colleges.

The data collected on form C which have not been included in this report will form the basis of further study on economic status of the ex-student. A report on the economic status of the college graduate has been submitted by another study committee.

Copies of the more detailed intermediate tabulations which were made in the preparation of the final tables will be furnished to the participating schools for their individual records and study.

Form A

Code Number

A Cooperative Study of Student Mortality
Institutions of Higher Learning
State of Nebraska
1939

Male ( ) Female ( )

Please fill in this form from the records of each full-time (12 semester hours) student of the freshman class registered for a degree at the opening of the academic years 1931-32 and 1932-33. Check (√): 1931-32 ( ) or 1932-33 ( ).

(1-2) Age in years ...... at entrance. (3) Legal Residence: Nebraska? Yes ^{1}...... No ^{2}......

(4-5) College or school in which student first registered: Agr. ^{01}...... A. & S. ^{02}...... B. A. ^{03}..... Engr. ^{04}..... F. A. ^{05}..... Journ. ^{06}..... Music ^{07}..... Pharm. ^{08}..... Pre-law ^{09}..... Pre-med. ^{10}..... Pre-nurs. ^{20}..... Religion ^{30}...... Teachers ^{40}...... Other (Specify) ^{50}..............................

(6) Did student transfer to another college or school within the institution? (Check) Yes ^{1}.. ..No ^{2}.... Note such change ....

(7) Did student graduate? (Check) Yes ^{1}...... No ^{2}.. Degree ....

(8) Did student graduate from professional or graduate school? (Check) Yes ^{1}...... No ^{2}...... Degree.... ...

(9-10) Student's academic record: (Show information below)

Academic year (Check (√) below year entered)	First semester			Second semester		
	Credit-hours registered for	Credit-hours earned	Grade-point index	Credit-hours registered for	Credit-hours earned	Grade-point index
1931-32 ( )...						
1932-33 ( )...						
1933-34...						
1934-35........						
1935-36........						
1936-37.......						
1937-38.......						
1938-39.......						

(11-12) Check (√) below time student left college or was graduated:

Year (Additional years added to cover work in professional and/or graduate colleges or schools and prolonged undergraduate work)	12 ^{1} During first semester	12 ^{2} At end of first semester	12 ^{3} During second semester	12 ^{4} At end of second semester
11 ^{1} Freshman..............				
11 ^{2} Sophomore				
11 ^{3} Junior....				
11 ^{4} Senior.....				
11 ^{5} Fifth year..................				
11 ^{6} Sixth year				
11 ^{7} Seventh year. ...				
11 ^{8} Eighth year...				

This is a study of student mortality of the Institutions of Higher Learning of the State of Nebraska for the State Planning Board. Committee: C. W. Helmstadter, Municipal University of Omaha; J. R. Johnson, McCook Junior College; E. L. Rouse, Chadron State Teachers College; F. E. Weyer, Hastings College; and T. J. Thompson, University of Nebraska, Chairman.

Form B

Code Number

College Careers of Former Students
Institutions of Higher Learning
State of Nebraska
1939

The Institutions of Higher Learning of the State of Nebraska are cooperating with the State Planning Board in a study designed to gather data concerning the factors influencing college attendance. The only identification of your reply is the code number in the upper right-hand corner.

Directions: Disregard all question numbers and superscripts; they are code figures. Check (√) one item under each question unless directed otherwise.

(20-21) Year of Birth .... (22) Sex: Male^{1} .... Female^{2}...... (23) Present legal Residence: Nebraska? Yes^{1}...... No^{2}......

(24) What was the real reason for your leaving college?

1. Graduated ....( )
2. Took position..............................( )
3. Finances ....( )
4. Lacked interest..............................( )
5. Needed at home..............................( )
6. Sickness ....( )
7. Death in family..............................( )
8. Dismissal for poor work..............................( )
9. Dismissal for other causes..............................( )
10. Other ....( )

(25) Did you after leaving college return at a later date to continue work? (Check) Yes^{1}........ No^{2}. ......
When? ....

(26) Did you transfer to some other institution? (Check) Yes^{1}...... No^{2}...... For same degree? Yes^{3}...... No^{4}...... What degree?......................

(27) Where did you live during the semester or quarter you graduated or left college?

1. With parents ....( )
2. With relatives or friends..............................( )
3. Rooming house..............................( )
4. College dormitory..............................( )
5. Fraternity house ....( )
6. Other ....( )

(28) Were you a member of a social fraternity or sorority at the time you left college? (Check) Yes^{1}.... No^{2}....

(29) Were you engaged in part-time work to defray college expenses the last semester or quarter you were in college? (Check) Yes^{1}...... No^{2}......

(30) If answer is "yes", indicate by check whether you defrayed all^{1}.... half^{2} .... a fourth^{3}..... other^{4}..... of your college expenses?

(31) What extracurricular activities did you participate in during the last semester or quarter you were in college?

1. Football ....( )
2. Basketball ....( )
3. Baseball ....( )
4. Track and field..............................( )
5. Golf ....( )
6. Tennis ....( )
7. Dramatics ....( )
8. Debating ....( )
9. Musical club..............................( )
10. College paper..............................( )
11. College annual ....( )
12. Other ....( )

(32) How close was your home to college attended while you were a student?

1. Within same county..............................( )
2. In adjoining county..............................( )
3. In other part of State..............................( )
4. In another State..............................( )
5. In foreign country..............................( )

Institutions cooperating: Chadron State Teachers College, Concordia Teachers College, Creighton University, Dana College, Doane College, Duchesne College, Hastings College, Hebron Junior College, Kearney State Teachers College, Luther College, McCook Junior College, Midland College, Municipal University of Omaha, Nebraska Central College, Nebraska Wesleyan University, Peru State Teachers College, Scottsbluff Junior College, St. Mary of Creighton College, Union College, University of Nebraska, Wayne State Teachers College, York College.

Form C

Code Number

Economic Status of Former Students
Institutions of Higher Learning
State of Nebraska
1939

As a part of the study of student mortality a study is also being made of the economic status of students who left college before receiving a degree. The only identification of your reply is the code number in the upper right-hand corner.

Directions: Disregard all question numbers and superscripts; they are code figures. Check (√) one item under each question unless directed otherwise.

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(41) Are you?
1. Single .... ( )
2. Married .... ( )
3. Widowed .... ( )
4. Separated .... ( )
5. Divorced .... ( )

(42) Number of living children? ....

(43) Do you live?
1. With relatives (no rent) .... ( )
2. Rent a room .... ( )
3. Rent an apartment of .... rooms .... ( )
4. Rent a house of .... rooms .... ( )
5. Other .... ( )

(44-45) What rent do you pay per month? $.......

(46-47) What was your undergraduate major course in college? ....

(48) What relation did your major course bear to your first employment after graduation?
1. Same as major course .... ( )
2. Closely related .... ( )
3. Slightly related .... ( )
4. No relation .... ( )

(49) What relation did your major course bear to your present work?
1. Same .... ( )
2. Closely related .... ( )
3. Slightly related .... ( )
4. No relation .... ( )

(50) Years of graduate work? ....

(51-52) Major field? ....

(53) Where? ....

Please indicate your earned degrees

1. .... 2. .... 3. ....

What scholastic honors have you received?

....

(54) Was your first job obtained through?
1. Experience prior to leaving college .... ( )
2. Personal initiative .... ( )
3. Private employment agency .... ( )
4. Public employment agency .... ( )
5. Placement by college .... ( )
6. Family influence .... ( )
7. Alumni influence .... ( )
8. Other means .... ( )

Why did you choose it? ....

(55-56) How many months have you been idle since you graduated or left college? ....

(57-58) If you have been on public relief, state the number of months ....

(59) Are you?
1. Permanently employed .... ( )
2. Temporarily employed .... ( )
3. Unemployed .... ( )
4. Student .... ( )
5. Housewife .... ( )

(60) What is your status as a worker?
1. Owner of business .... ( )
2. Part owner .... ( )
3. Employee .... ( )
4. Other .... ( )

(61) Check amount nearest your present annual salary:

$500 ( ); $750 ( ); $1000 ( ); $1250 ( ); $1500 ( ); $1750 ( ); $2000 ( ); $2500 ( ); Other $..........

(62) Your annual income other than your salary:

None ( ); $500 ( ); $750 ( ); $1000 ( ); $1250 ( ); $1500 ( ); $1750 ( ); $2000 ( ); $2500 ( ); Other $..........

Institutions cooperating: Chadron State Teachers College, Concordia Teachers College, Creighton University, Dana College, Doane College, Duchesne College, Hastings College, Hebron Junior College, Kearney State Teachers College, Luther College, McCook Junior College, Midland College, Municipal University of Omaha, Nebraska Central College, Nebraska Wesleyan University, Peru State Teachers College, Scottsbluff Junior College, St. Mary of Creighton College, Union College, University of Nebraska, Wayne State Teachers College, York College.

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NEBRASKA STATE PLANNING BOARD
NEBRASKA EDUCATIONAL SURVEY
1939

Study Number 7

METHODS OF CONTROL OF STATE HIGHER EDUCATION

by
John H. McNeely
Specialist in Higher Education
United States Office of Education

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METHODS OF CONTROL OF STATE HIGHER EDUCATION

The Committee on Scope of Survey of the Nebraska State Planning Board suggested in connection with the study on Duplication among Nebraska's State-supported Higher Educational Institutions[1/] that a review of the various methods of control of higher education found in the several States might prove useful. This report contains such a review.

The development of State higher education in the United States has been characterized by a gradual multiplication in the number of State-supported institutions. Recent changes in methods of control in the different States for the most part represent an endeavor to integrate the divers institutions within the State into a coordinated State higher educational system.

In the early days when the State first ventured into the higher educational field, only a single institution, such as a State university, was established in the case of many of the States. Control of the university was vested in a governing board of trustees or regents. With the passage of time, additional institutions were founded in response to public demands and educational exigencies. In general, the new institutions were of different types and were established to perform different functions than the already existing State university. Among these institutions were agricultural and mechanic arts colleges, normal schools, technological schools, and the like.

Enactment of the land-grant college or Morrill act by Congress in 1862 made grants of public lands for the establishment of agricultural and

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1/ Study No. 7. Nebraska Educational Survey, 1939, Nebraska State Planning Board.

mechanic arts colleges in each State. The principal functions of these colleges were to furnish a new type of higher education for the benefit of the agricultural and industrial classes. In some of the States the agricultural and mechanic arts college was made a part of the existing State university. In other States, the State university was not favorable to such an arrangement so that a new institution was established.[2] It was the practice of those States to place the new agricultural and mechanic arts colleges under the control of separate governing boards.

Similarly, the normal schools were originally founded for the purpose of conducting educational functions not already performed by the then-existing State institutions. The work of the normal schools was designed to give instruction in a limited number of subjects including the art of teaching required of elementary public school teachers at that time. New boards were commonly created by the State to govern each of these new institutions. In some instances, however, when additional normal schools were founded, they were placed under the already existing board governing the older normal school or schools. Where the State founded State technological schools or other types of new institutions, a separate board of control was generally designated to govern each of them.

The result of this development was that the States found themselves with a multiplicity of boards governing a large number of higher educational institutions. A further outcome was that the various institutions, although originally established to perform different functions, had expanded over the period of years until many of them were conducting in part

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[2] There were 19 States which established State agricultural and mechanic arts colleges separate from the State university. Six other States establishing such colleges had no State university. In addition, separate Negro agricultural and mechanic arts colleges were established in 17 States.

at least the same or similar functions.

The agricultural and mechanic arts colleges added academic and other professional fields to their educational programs. Normal schools became four-year teachers colleges granting degrees. Some of them expanded still further and developed into full-fledged liberal arts colleges. In the case of a considerable number of the teachers colleges the conduct of graduate study was started. The programs of State technological schools were also frequently expanded to include general collegiate work in addition to their particular technical field.

Hence, duplication and overlapping came into existence among State-supported institutions. Part of the education program of the agricultural and mechanic arts college often duplicated or overlapped that of the State university. Correspondingly, the curricular offerings of the teachers colleges duplicated or overlapped those of the State university or the agricultural and mechanic arts college. Moreover, there was duplication and overlapping among the teachers colleges, themselves. With each of the institutions governed by its own separate board of control, it was not to be expected that these many duplications and overlappings could be eliminated and a coordinated State system of higher education established.

Within the past two decades, the situation has become so acute that a strong movement has manifested itself among the States to modify their methods of control of the institutions. This movement has been especially accentuated during the industrial depression. The modified methods adopted by the States consisted of the establishment of either complete or partial unified control over the institutions. Where complete unified control was established all the higher educational institutions were placed under a single governing board, the existing separate boards for each institution being abolished. In establishing partial unified control a single board was

designated to govern institutions of certain types in the State while the other institutions were continued under separate boards.

The plans followed by the State with respect to the types of institutions placed at present under complete or partial unified control vary from State to State. In Table 1 are shown the existing methods of control in the several States. The table gives the States which have not changed their methods of control as well as those which have adopted the new plans.

In the case of a number of the States, the single board in addition to controlling some or all of the State higher educational institutions has general supervision over the State public school system. This situation exists in Alabama, Massachusetts, New Jersey and Virginia where the single board governs all State teachers colleges or normal schools; in California, Connecticut, Louisiana, Maryland, New Hampshire, Tennessee, and Vermont where the single board governs State institutions of all types except the State university; and in Florida, Idaho, Montana, and New York where the single board governs all State institutions.

Special plans of partial unified control not shown in the table have been adopted by several States. Instead of establishing separate State colleges or schools of mines, Missouri and Texas have made them branches of the State university. Under this arrangement the board governing the State university also governs these institutions. Other States have established State junior colleges as branches of the State university, thereby placing them under the control of the State university's governing board. Among them are Idaho, Louisiana, Maryland, Tennessee, and West Virginia. The branch of the State university in Maryland is a Negro agricultural and mechanic arts college offering two years of collegiate work.

The results of complete or partial unified control under a single board have not been as fruitful as was expected in eliminating duplication

TABLE 1: EXISTING METHODS OF CONTROL OF STATE INSTITUTIONS OF HIGHER EDUCATION IN THE SEVERAL STATES

Methods of Control	States	
1. State institutions are each governed by separate boards	Arizona Arkansas Delaware Kentucky Missouri	New Mexico Ohio South Carolina Washington
II. State junior colleges are governed by single board	Utah	
III. State university, agricultural and mechanic arts college, and women's college are governed by single board	North Carolina	
IV. State agricultural and mechanic arts colleges are governed by single board	Oklahoma	Texas
V. State teachers colleges or normal schools are governed by single board	Alabama 1/ Colorado Connecticut Illinois Indiana Maine Maryland Massachusetts Michigan Minnesota	Nebraska New Hampshire New Jersey Oklahoma 1/ Pennsylvania Texas Vermont Virginia 1/ Wisconsin
VI. State institutions of all types except State university are governed by single board	California Connecticut Illinois Louisiana Maine Maryland Minnesota	Nebraska New Hampshire Pennsylvania 2/ Tennessee Vermont West Virginia
VII. All State institutions are governed by single board	Flordia Georgia Idaho Iowa Kansas Mississippi Montana	Nevada 3/ New York North Dakota Oregon Rhode Island South Dakota Wyoming 3/

1/ The single board in Alabama, Oklahoma and Virginia also controls the State's Negro college in addition to the teachers colleges.

2/ Pennsylvania has no State university, but maintains a State college in its stead.

3/ Nevada and Wyoming have only one State institution of higher education, a State university.

or overlapping and in effecting a coordinated State higher educational system. This may be attributed in part to the fact that the fundamental methods of controlling the institutions were not materially altered. The single boards governing all or some of the State institutions consisted of lay members unacquainted with the detail of educational administration. Presidents of each of the institutions continued to make recommendations to the single central board in much the same manner as they had previously reported to their separate boards. In governing the affairs of each institution the single board was naturally required to depend upon the recommendations of their presidents.

There was also little or no change in the procedure of obtaining financial support from the State. The budgets of the several institutions were submitted separately to the single board by their presidents. In revising the budgets it was again necessary to depend upon the advice of the presidents. The budgets of the institutions were likewise usually submitted separately to the State legislature by the board. Friends of each of the institutions then proceeded to exert influences and pressures on the legislature to secure its particular appropriation just as when they were controlled by separate boards.

In order to overcome these difficulties, further steps toward a more complete unification of control have been taken in a number of States. These steps provided for:

(1) An executive officer or chancellor of the State higher educational institutions appointed by and serving directly under the single board. This officer is vested with central executive authority in administering the State's program of higher education as a whole and serves as an intermediary between the presidents of the several institutions and the board. He possesses the necessary powers after approval by the board to coordinate

the activities of the institutions.

(2) A lump-sum appropriation made by the State legislature to the single board for the support of all the State higher educational institutions rather than individual appropriations to each of them. The board is empowered to allocate or distribute the appropriation to the several institutions. Under this arrangement the board is in a position to control the functions performed by each institution through the granting or withholding of funds.

The States having an executive officer or chancellor of State higher education are Georgia, Montana, New York, North Carolina, North Dakota, and Oregon.[3] A lump-sum appropriation is made by the State legislature to single boards to be allocated to the institutions under their control in Georgia, North Carolina and Oregon.[4] It will be observed that the latter three States have so unified their control as to have both an executive officer or chancellor serving directly under the single board and a plan of allocating lump-sum appropriations by the board.

In Georgia the new method of unified control was established in 1931. At that time the State had 24 State institutions of higher education, each governed by a separate board. The State legislature created the University System of Georgia, the several institutions being made a part of it. Separate boards governing them were abolished. In their place was estab-

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[3] The single board governing all State higher educational institutions in Mississippi is authorized by law to employ an executive secretary. This officer is responsible for conducting surveys, studies and inquiries into the organization, management, and affairs of the institutions and for making recommendations of changes to increase efficiency or economy in their operation. Montana has no one occupying the office of chancellor at present. North Carolina includes under the president only the State university, the college of agriculture and mechanic arts, and the women's college.

[4] In Oregon the single board receives the proceeds of a mill-tax levy in a lump sum which it is authorized to allocate or distribute to the institutions in addition to the lump-sum appropriation.

lished a single board of regents to control all the institutions comprising the system. The single board also appointed a chancellor as executive officer of the system. As a result of this change, the number of institutions in Georgia have been reduced to 14 by abolitions and consolidations.

Although previously having centralized control, further unification was effected in Montana in 1913 when its then-existing four State higher educational institutions were incorporated into a single institution, the University of Montana. The State board of education, which formerly governed the separated institutions, was continued as the governing body of the consolidated university. A chancellor was designated as the executive officer of the university under the direction of the board. In addition, each of the institutions as component parts of the university had local boards of 3 members endowed with certain powers subject to the approval of the chancellor and the State board of education as the central governing board. Two new institutions were established by Montana in 1925 and 1927. Both were incorporated as constituent parts of the university under the same plan of control as the other institutions. In reducing State expenditures during the progress of the depression, the Montana legislature has failed to make the necessary appropriations covering the salary of the chancellor. As a result, the office is at present vacant.

New York was the first of all the States to adopt unified control. It was established over 150 years ago in 1784. The method followed in that State provides for a single board, known as the Regents of the University of the State of New York. All higher educational institutions within the State, both publicly and privately controlled, are members of the university. The State commissioner of education is executive officer of the board and also chancellor of the university. The board is a legislative

and policy-making body adopting rules and regulations for the conduct not only of the higher educational institutions but also for the public school system. Through the State commissioner of education and chancellor of the university, the single board exercises control over the State teachers colleges and normal schools. Most of these institutions have local boards of visitors which have some supervisory authority contingent upon the approval of the chancellor and the board of regents.

North Carolina established its new method of control over the State university, agricultural and mechanic arts college, and women's college in 1931. The State legislature abolished the separate entities of three institutions and consolidated them into a single institution, the University of North Carolina. A single board was established to govern the consolidated university, the former separate boards for each institution being discontinued. Under the title of president, a single executive officer was designated to exercise centralized administrative authority over the three combined institutions. This executive officer is responsible for coordinating and integrating their functions under the supervision of the single board. The policy was adopted of making a lump-sum appropriation to the consolidated university instead of the three institutions separately.

Through a constitutional amendment adopted in 1938, North Dakota modified its method of control. Prior to that year the State's higher educational institutions together with the penal and charitable institutions were governed by a board of administration in the executive department of the central State government. The change provided for a single independent board, known as the State board of higher education, to govern the higher educational institutions. This board assumed control of them in July 1939. A further step toward unification authorized the board to appoint a State commissioner of higher education. The commissioner is to

serve as the executive officer of the board in governing and administering the institutions as a whole with a view of coordinating their functions.

Oregon established complete unified control of its State higher educational institutions in 1929. The State abolished the separate boards governing each institution substituting a single board to govern all of them as a group. The board, known as the State board of higher education, was vested with plenary powers to reorganize and integrate the functions of the institutions so as to develop a State unified program of higher education. An executive officer designated as chancellor was created. The chancellor was appointed by the board and assumed his duties in 1932. The State legislature also inaugurated the plan of making lump-sum appropriations to the board and authorizing it to allocate the amount to be expended by each institution.

While it is too early to appraise fully the results being achieved under chancellors in charge of all higher education in the States above mentioned, there are evidences of positive significance. Unnecessary duplications have been eliminated, programs coordinated, and institutional competition greatly reduced.

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